

**December, 1956**

# The American School Board Journal



A PERIODICAL OF  
SCHOOL ADMINISTRATION

***In This Issue:***

**The Science and Mathematics Crises**

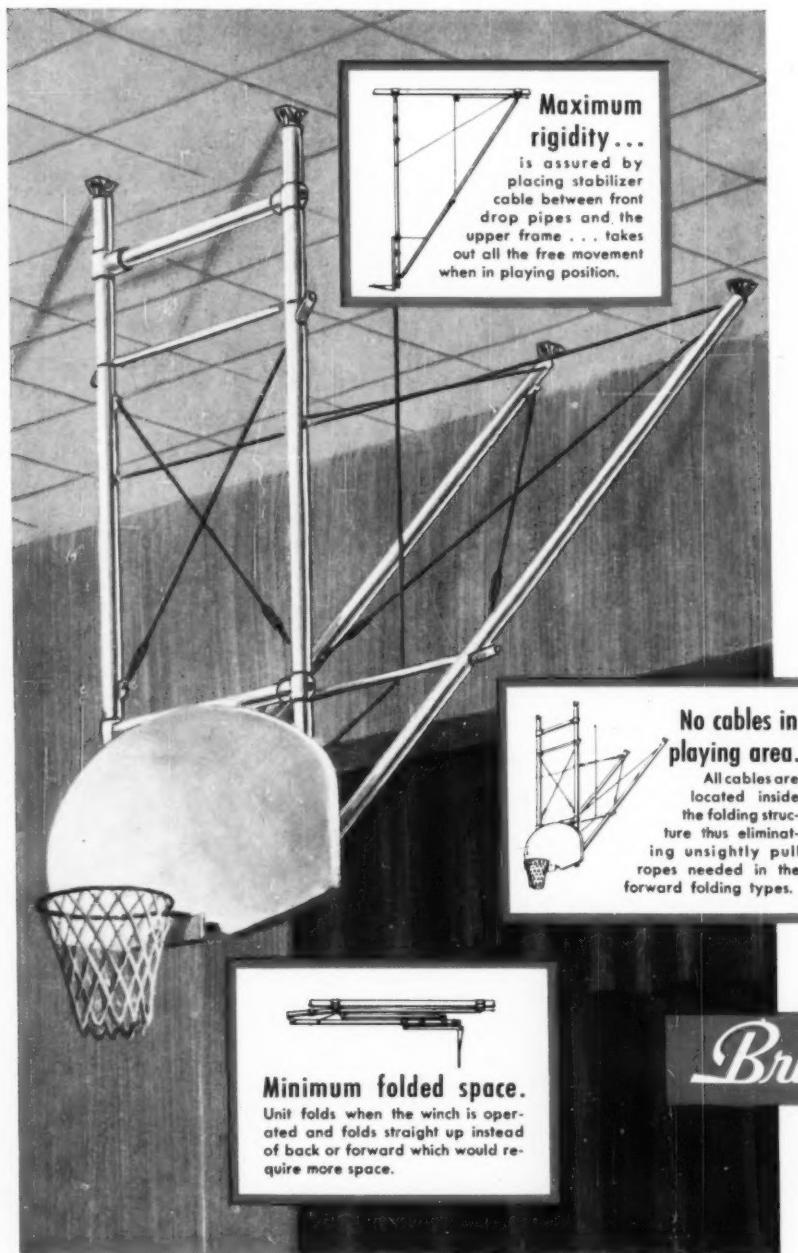
**The City School Supervisor—*Kelner***

**St. Paul's Financial Crisis—*Nielsen***

**Thomas Jefferson High School—*Waits***

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December,  
1956

VOL. 133

NO. 6

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## TITLE PAGE AND INDEX

A Title Page and Index to Volume 133, July to December, 1956, has been prepared. A post card addressed to Bruce — Milwaukee, P.O. 2068, Milwaukee 1, Wis., will bring a copy.

### WILLIAM C. BRUCE, Editor

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the Postmaster is notified. New Postal Regulations restrict service on magazines to be forwarded to you to two issues only. \* EDITORIAL MATERIAL.—Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith. \* The contents of this issue are listed in the "Education Index."

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# Public Schools— A Co-operative Enterprise

W. A. SHANNON

The concept of the American public schools as a community enterprise has long been dutifully recognized by educators and other citizens of both urban and rural areas. Only recently, however, has there been an appropriate recognition on the part of educators of the resource-use value of the general population in the field of public school education.

By the same token, it has been clear to see that citizens who are not regularly employed by the schools have but rarely usurped or coveted the responsibilities or prerogatives of the executive or teaching staff. The conspicuous trend of the present generation of teachers and patrons of the common schools is toward a common-ground basis of shared responsibility for the promotion of educational progress in community, state, and nation.

## Meaning of Citizen Co-operation

In the literature of this field, the terms "lay citizen" and "educator" are sometimes used with a sort of competitive connotation, as though there were a natural rivalry or antagonism in the viewpoints of such persons and in their personal relationships to the social objectives of a system of education they both approve and support. In education as well as religion, law, medicine, and many other professional fields, there has been from time to time some tendency toward a "revolt against authority," which means that citizens in general have not always been willing to accept without question the decision or the pronouncement of the professionals. This tendency does not imply a conflict of interests or purposes but rather a feeling that, since everyone is interested in the welfare of the schools, educators should not attempt to dominate public opinion about the schools. What people seem to want is an opportunity to help think through and decide on policies which are of such vital interest to them.

Educators and other citizens alike are concerned about public education. These concerns are common concerns which provide the basis for co-operation, although they may, under certain circumstances, set the stage for conflict.

## Citizen Interest in Public Schools

Parents are naturally interested in the education of their children. They want to know who is doing the teaching, what is being taught, and how well it is being

taught. As long as they assume things are going well, parents generally have little to say. But when uncertainties arise about the progress of their own children or about the public school program in general, their anxiety is usually freely expressed and there can be no doubt about their interest.

Likewise, most citizens are interested in the educational program as taxpayers, whether or not they have children in school. Support for the common schools and public colleges must be provided through taxation. While most persons recognize expenditures for education as an investment in future citizens, a few seem to be concerned chiefly with immediate problems rivaling personal and family finance and have difficulty in recognizing long-range values.

## Points of View

Co-operative enterprise should be viewed as a voluntary effort to discover and under-

## UNITY IN ACTION

*"United thoughts and counsels,  
equal hope, and hazard in the  
glorious enterprise."*

— JOHN MILTON

One of the greatest needs of the public school system in the United States today is unity in action. Many states are permitting their schools to suffer and their children to be poorly educated simply because one state association or organization, due to misguided power or leadership, is not willing to be a member of the team unless it can call the signals or be the coach.

It matters little who gets credit for advances in a program which so vitally concerns all individuals and agencies in a community, not to say the future welfare of the nation itself.— W. A. S.

stand problems and to bring about needed improvements on the basis of intelligent study and planning. It should result in a better educational program than could be

developed by educators alone. Citizen co-operation is on the highest level when it challenges the best and most conscientious efforts of capable people who believe in the importance of public school education, who proceed on the basis of careful studies, and who seek to make the public schools the best possible educational institution for American life.

Citizen co-operation is not a panacea for all the ills of the schools. It will not solve all problems and cannot be used as a substitute for intelligence or good hard individual work. In fact, co-operation involves problems of its own that must be solved if satisfactory results are to be attained. There are always probabilities of misunderstandings and misinterpretations that may negate the best efforts of many conscientious persons, but usually these can be avoided if the proper procedures are adopted.

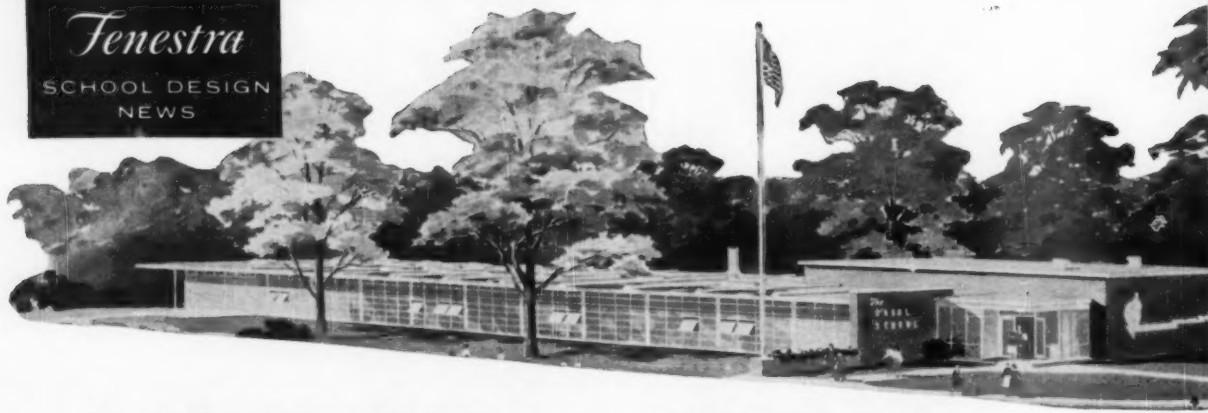
Most American people believe that the public schools belong to them. They provide the children to be educated, pay the bill through taxation, and should be adequately informed at all times.

## Significant Changes in American Life

The first permanent home builders along the Atlantic seaboard were the product of their European past. Within the world from which they came, the common man had little individual significance or social purpose. Such earlier events as the revival of learning, the religious reformation, and the acceptance of a new scientific attitude left traces of change and suggested new significance for man's existence, but the effects came slowly.

The rise of the common man in America to a new sense of importance was the result both of forces within the colonies and the influence from Europe. The quest for increased liberty culminating in the French Revolution had an important influence on the freedom-loving people who had finally reached the American shore. The growing scientific attitude possessed by a few people presented only a limited challenge to the older ways of doing and believing. The greatest contributions to the newer life came from America itself. What seemed to be an endless expanding frontier that afforded land ownership and new freedoms—freedoms growing partly out of the distance from governing controls—served as a tremendous motivating force

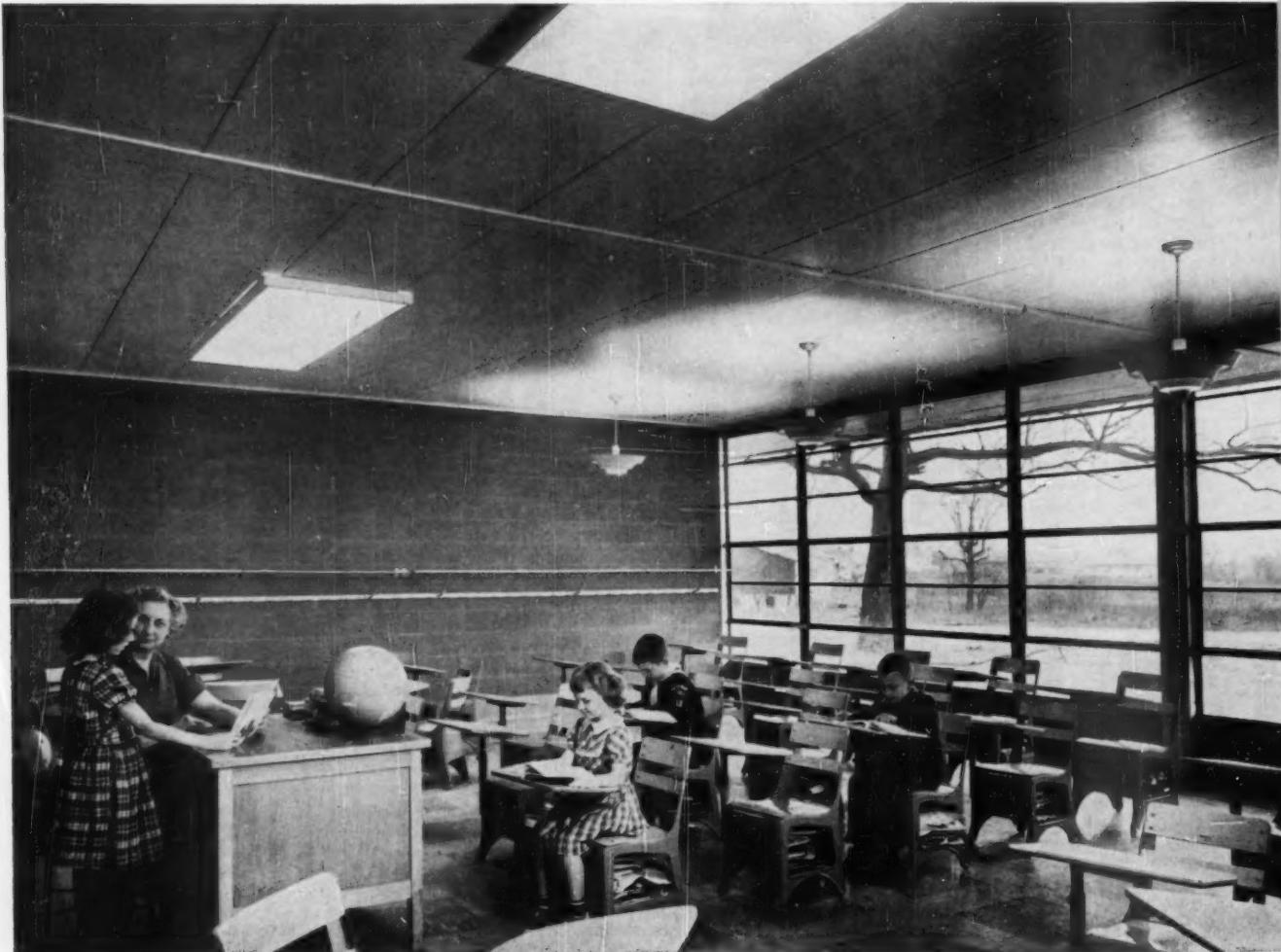
(Concluded on page 8)



The O'Neal Elementary School, Poplar Bluff, Missouri, is a recent Glen Drew designed school. With an area of 15,872 square feet, it cost \$9.62 per square foot including all equipment, ready for occupancy. It was built for \$3,000 less than the original estimates, a typical result of a Drew design.

Contractor—George H. Gassman Construction Company, Poplar Bluff, Missouri.

The metal pan acoustical ceiling of Fenestra Building Panels is shown in this classroom at O'Neal School. Acoustical material is "built in" the cellular panels and the bottom steel plate is perforated to absorb sound. Another typical Drew detail is the skylight frame containing fluorescent tubes and diffusing element that convert it into an economical lighting fixture. Skylights are 24" wide, same as the panels, which eliminates on-the-job cutting.



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This construction photo of O'Neal School shows how Architect Drew uses the fast erection of Fenestra Building Panels and curtain walls of Fenestra Galvanized-Bonderized Steel Windows to close in a school quickly. This allows other trades to work "indoors". Contractors on Drew jobs can eliminate "down time" for weather as a contingency.

acoustical ceiling in one lightweight, quickly erected building unit. The five different materials required to duplicate this construction could not be bought and erected for the cost of this prefabricated modular unit. *Only one trade is required for installation!*

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## N.S.B.A. REPORT

(Concluded from page 5)

for the masses of immigrants to develop a new consciousness of their own liberty and personal importance.

The new era gave birth to the democratic ideal of man as a person and enhanced citizenship responsibilities. With the growth of the new Union of States came many issues requiring intelligent analysis. New needs for education began to become apparent, and schools, at first limited to a few, gradually were provided for all.

### Changing Concepts in Administration

It was not difficult for the people of the

New England town meeting to solve the few problems of the schools of that time. Accompanying the complex growth of the nation were many and diverse demands upon the schools. The acceptance of the states' obligation for education came slowly. In time, constitutions provided for legislative action, and the state began a new role in education. Therewith came state boards of education, executive officers for state boards, state department staffs, and a large array of educational services.

As society and the schools have changed, frequent changes in the methods of organizing, administering, and financing education have been necessary. Such conditions have created many problems for

lawmaking bodies and state and local administrative groups.

Modifications in the pattern of organization have somewhat paralleled other changes. Complete community control of our schools in the early inception of public education soon gave way to control by representatives boards of education and "specialists" serving as executive officers of these boards. Many boards of education and superintendents were impressed with the efficiency of military organizations and with the management of "big business." Eager to seek efficiency and to admit that the operation of schools is big business, school boards and superintendents often copied military and business methods.

Simultaneously there was emerging a body of educational literature that regarded school people as "specialists." This literature fostered the idea that the schools could be effectively managed only by people specially trained and operating in the framework of "line authority" by which all directives were to come from the executive board of education. The result was obvious. Schools have existed, and exist today in the many communities, but often are not a part of it.

### Present-Day Philosophy

Many students of the American public school system believe that we are now going into the third phase of the operation of American public schools. The complexity of the problems of present-day culture is such that a reversal of the trend of the past is taking place. Currently, educational leadership is looking toward increased co-operation on the part of lay people for assistance in the solution of these problems. The present-day school administrator, who is successful in a fundamental sense, cannot expect to be an "authority" by virtue of his position. He can no longer expect to determine what the schools are to do and to direct his staff to see that it is done. Instead, the school administrator of today should be recognized as the leader in community affairs, not because of his position but because of his ability to facilitate community co-operation and to lead in planning an educational program that will meet community needs.

Since local board of education members have the legal responsibility for the operation of their schools, and as it is usually their responsibility to select the school administrator and give him their support in executing their established policies, while at the same time representing the citizens, taxpayers, and children, they may be placed in a position between the two groups.

During the first half of the twentieth century a movement has been developing gradually as local board leaders have come to believe that a state organization of school boards is possibly the best instrument for providing a clearinghouse on information and other necessary services.

In those states and local areas where public schools have most adequately met the needs of the children and youth, there is usually established a "team" concept among the professional employees, the board of education, and the citizens, with the board providing the "co-operative spirit" needed for success.

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HUNTER HUSS, SUPERINTENDENT  
GASTON COUNTY PUBLIC SCHOOLS

Need we say more? Mr. Huss' praise, we think, carries more weight than any general statements we could make.

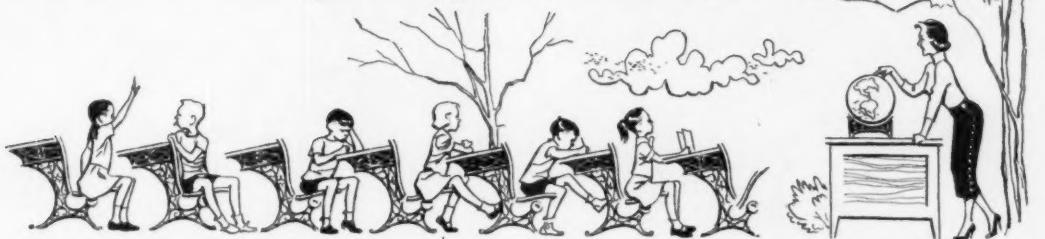
If you'd like to know more about these installations, Mr. Huss has stated that inspection by other school systems is welcomed.

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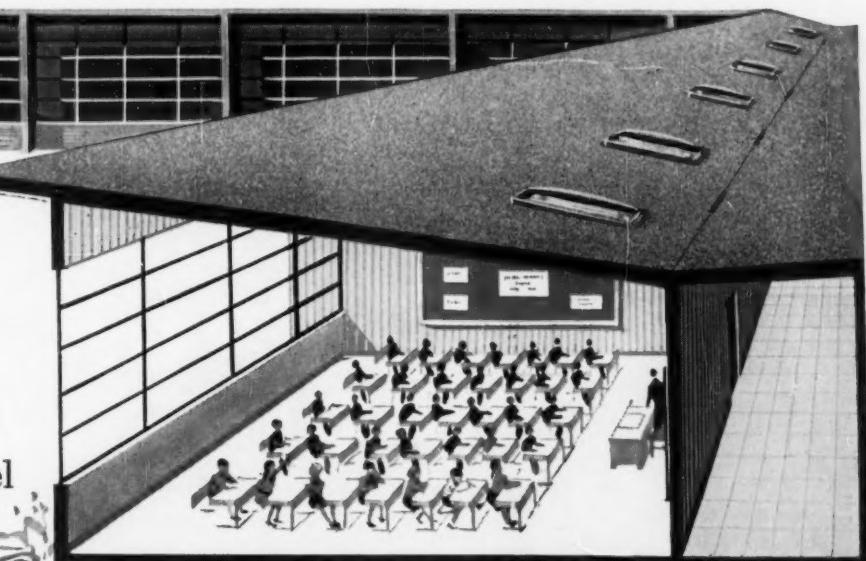
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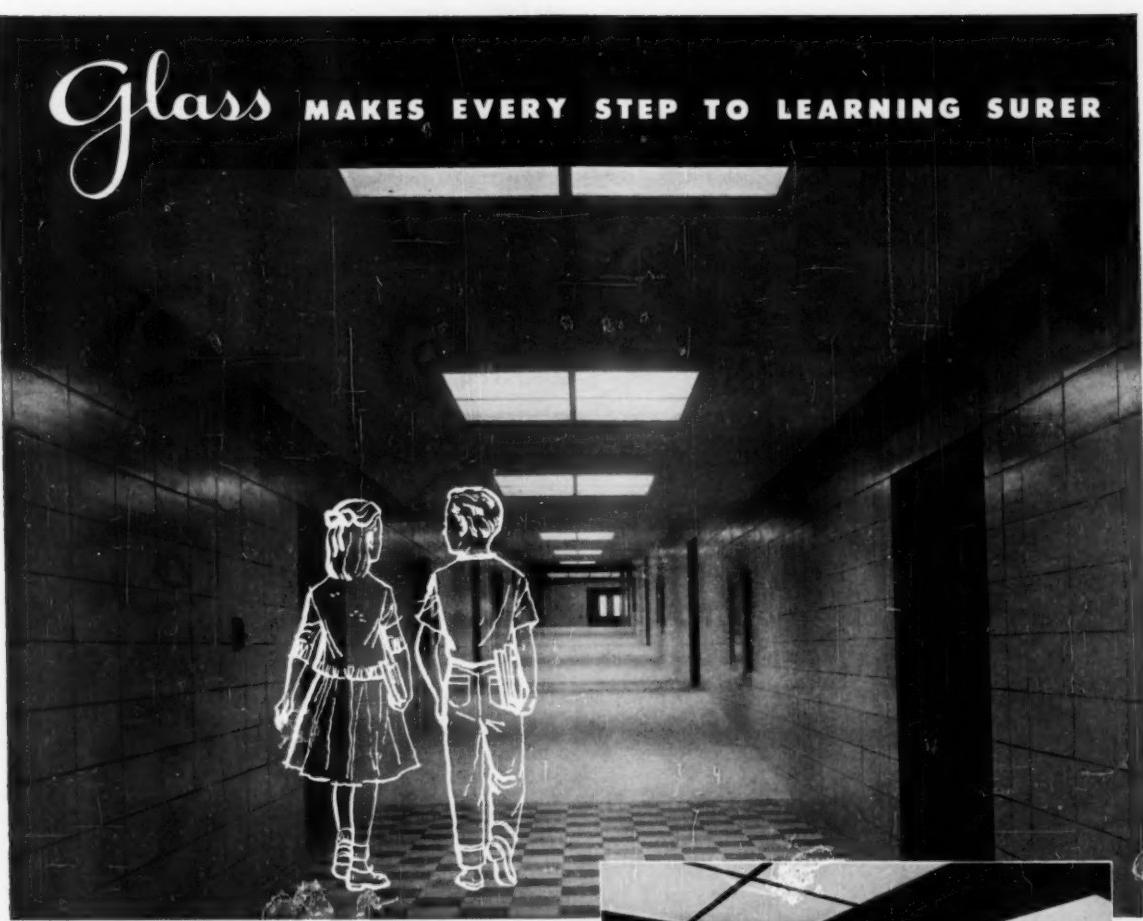
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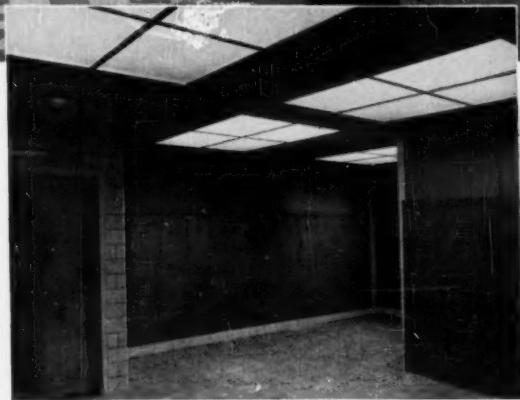
### Skylights of Wire Glass Achieve Open Air Atmosphere in School Corridors and Rooms

A ceiling of sunshine floods the long corridor in Fox Point Elementary School, Providence, R. I., with bright, natural light to make it safer for hurrying youngsters. Mississippi Magnalite "B" Wire Glass, Approved Fire Retardant No. 32, employed in skylights, achieves broader, more uniform light distribution . . . eliminates shadows . . . creates a pleasant, open atmosphere that relieves the stark simplicity of the long hall.

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## SURVEYING THE SCHOOL SCENE

### FEDERAL SUPPORT FOR EDUCATION

Federal support for 81 educational programs in the nation totaled more than \$1.6 billion during the 1954-55 school year, according to a recent report of the U. S. Office of Education.

The new total of \$1,616,654 is less than half of the 1948-49 sum, which was \$3,500,817,000.

A significant increase in federal assistance for school construction in federally affected areas is shown. A total of \$122,767,000 were expended for this purpose in 1954-55. The affected areas include districts in which federal ownership of property has reduced taxable valuations appreciably, or where federal activities have caused burdensome school enrollments through influx of workers and their families.

### LOWER BOOM ON HOODLUMS

School authorities of Indianapolis, Ind., have decided to deal drastically with teen-age troublemakers who engage in acts of hoodlumism during and after school hours. Supt. H. L. Shibley recently said that it is the purpose of the schools to help every young person to become a good citizen, but it is not the sphere of the schools to operate reform schools or schools for incorrigibles. Supt. Shibley has proposed a six-point program for use in dealing with unruly pupils:

1. Pupils over 16 who engage in acts of hoodlumism may be expelled from school—permanently.

2. Pupils under 15 who engage in such acts will be suspended from school and not readmitted until they and their parents or guardians give substantial evidence of desire to conform to school regulations.

3. Teachers and pupils will be protected and supported in the proper discharge of their duties in disciplining pupils.

4. Parents must assume greater responsibility for the conduct of their children at school. Parents who resent having their children conform to the good citizenship code will be invited to come to the school and show cause why their children should not conform to the rules.

5. Corporal punishment is regarded as the lowest type of social control, but as a last resort it may be administered in the manner prescribed by the board.

6. Through the co-operation of the police and juvenile-aid authorities, the board will continue its campaign against the use of intoxicating beverages at public events.

### ASK \$50 MILLION FUND

The Chicago board of education will ask for authorization from the next legislature for a \$50 million bond issue for 1958-59 as the first step in a flexible "pay-as-you-go" \$372,000,000 building program.

Supt. Benjamin C. Willis said the bond proceeds will provide for a new teachers college for 2300 students, at a cost of \$5,750,000. A total of \$39,250,000 is earmarked for 23,720 additional elementary school seating,

and \$5 million will be spent for new school sites.

The board will seek a 6 per cent building fund tax rate increase, which will bring in an additional \$5 million a year in revenue. The board also approved for sale in November, of \$10 million in bonds, to be used for school construction.

### \$1 BILLION FOR SCHOOLS

The New York City schools should spend at least \$1 billion in the next ten years to meet construction needs, according to Charles J. Bensley, chairman of the board of education's committee on building and sites.

Mr. Bensley has asked the City Planning Commission to approve the 1957 capital budget request of \$127,000,000. He indicated that the schools will require more than \$100,000,000 for each of the next eight or nine years.

Mr. Bensley has urged the city to grant "top priority" to the needs of education. The requests for 1957, he said, will provide \$108,000,000 for the construction of 32 school projects and the planning of 31 others. The remaining \$19,000,000 is the result of cost and bookkeeping adjustments.

The new construction will include 18 elementary school, 11 junior high schools, and 3 senior high school projects, providing accommodations for 26,821 pupils. Earmarked for planning are 22 elementary schools, 7 junior high schools, and several other structures.

### CENTENNIAL ANNIVERSARY

The National Education Association will celebrate its centennial anniversary, beginning with January 1, 1957, when the nation's teachers will appraise "a century of progress in education."



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DECEMBER - - - - - 1956

Board members report on—

## How to Meet the Crises in Education in Science and Mathematics



B. C. Belden

The product of a discussion committee of school board members, this unique report on the science and mathematics "crises" contains very specific recommendations toward the school board's role in alleviating the situation. The statement was made at the annual meeting of the Union County, New Jersey, School Boards Association at Buck Hill Falls, Pa. Chaired by Dr. B. C. Belden, a professional scientist and president of the Cranford, New Jersey board of education, the committee included Mr. John E. Conlin, Dr. Bradford Craver, Mr. Wallace Depp, Mr. George McNulty, and Mr. Daniel Negola. Only local references were deleted from their program of seven basic recommendations.

There is an appreciable shortage of trained people in the various engineering and scientific professions. This shortage has become particularly apparent in the past two or three years. It looks as though it will continue for some time.

This shortage is due to a number of factors:

1. It is created in part by the same arithmetic that is responsible for a great many other population peculiarities of the present; namely, that today's young adults were born in the middle 30's when the birth rate was disproportionately low. There just aren't the normal number of 20-year-olds in today's population pattern.

2. We are living in an increasingly technological age. Whether or not we are personally inclined toward technical pursuits, on the average we are all increasingly interested in better autos, better kitchens, better fabrics, and we are willing to pay

for these products of technological effort. Industry strives to provide them. Industry requires increasingly large numbers of scientists to create and manufacture them.

3. Our national defense is an increasingly and very intensely technical affair. That was understandably so in World War II. Understandable or not, it is even more so now in this time of peace. The national defense activities require great numbers of scientists.

Whether this shortage of technically trained people constitutes a "crisis" is a matter of personal choice of words. It undoubtedly impedes, to some degree, developments relating to the national defense, and this will be almost universally accepted as serious. Future history alone will tell how serious.

### Where Do We Start?

Progress has to start in secondary and

elementary schools, for the very simple reason that a boy or girl who does not have adequate secondary-level science and mathematics training by the time he is graduated from high school is almost certainly not going to acquire professional scientific training at the college level.

It is true that there are grave problems at the college level about the quality of teaching, the caliber of the facilities, the numbers who can be accommodated, and the availability of financial help for students, but these are outside the scope of this committee's report. Questions have also been raised about the best utilization of scientifically trained man power. This is no small matter, but it too is outside the purpose of this report.

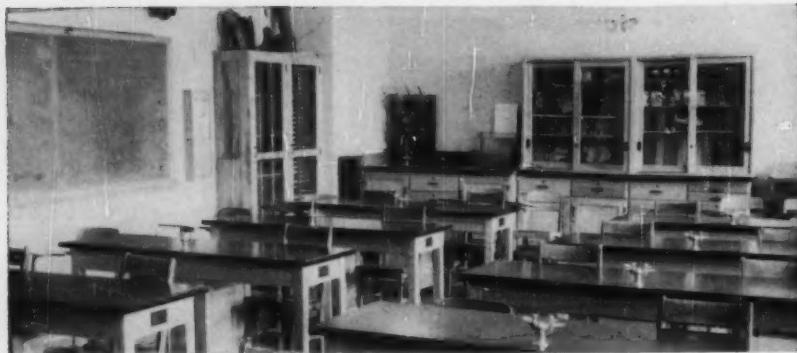
Since the solution of this problem starts in the elementary and secondary schools, it is a problem of serious responsibility for public school boards of education.

Virtually all high schools of the county — and perhaps all of them — offer at least three years of science and three years of mathematics. Substantial numbers of youngsters take these courses, and many after graduation take engineering or other scientific courses in college.

Although the committee did not succeed in gathering as much actual county-wide data as would have been desirable, the committee believes these observations to be true:

1. It is increasingly difficult for boards in this county (as everywhere) to hire good teachers of science and mathematics.

2. The teaching of science and mathematics in our public schools can undoubtedly be improved from a technical standpoint and an interest standpoint.



The biology laboratory of the Jonathan Dayton regional high school in Springfield, N. J., was selected as an example of a suitably equipped high school science room.

3. There are undoubtedly boys and girls with technical attributes (potential scientists) in our public schools who do not take all of the science and mathematics courses offered in high school and for this reason are not eligible to pursue college-level training in science.

The committee believes that these three observations, coupled with the current and continuing shortage of professionally trained scientists, poses for each board of education the question as to whether it is doing all it can to meet its responsibility in this area.

#### What Can Boards Do About This?

1. At the top of the list, this committee believes that each board should *understand* and *acknowledge* its responsibility toward the successful teaching of science and mathematics in the schools over which it has jurisdiction.

When a board says that it wants its professional school staff to present a good science curriculum, it has taken an important step in this direction. The committee is pointing out, in this, that school administrators and teachers have the training and facility to mold the school curriculum along the policy lines indicated to them by their employing board. A halfhearted board interest in science and mathematics can easily result in a less than wholehearted emphasis in this area on the part of the school staff. This is not stated as a reflection on school people; it is a natural result of the relationship between the employer and his professional staff. In a word, this might be labeled "climate."

2. The board must provide the best possible teachers of science and mathematics. This is no different problem from the hiring of all other types of teachers, except it may actually be more difficult to cope with.

3. The board must also be willing to supply adequate physical facilities for the teaching of the high school laboratory sciences. The committee (being scientists of one sort and another themselves) thinks very little of the nonlaboratory teaching of biology, physics, and chemistry. For that matter, it thinks little of teaching

these subjects in laboratories which are inadequately equipped and supplied.

We can point out that a high school science room costs  $1\frac{1}{2}$  to  $1\frac{3}{4}$  times what a regular classroom costs, due to the space and the utilities involved. Equipping such a room can cost as much as \$40,000. And yearly costs for supplies are, of course, higher than for "average" classrooms.

4. The board and the school administrators should encourage and stimulate their science and mathematics teachers to do those things which will raise the caliber and interest level of their courses. These include such things as:

a) Science and mathematics teachers can be encouraged (and subsidized) to attend technical and education meetings.

b) They and their students can be encouraged to attend places of scientific interest in nearby museums, industry.

c) Their students can be encouraged to participate in science fairs and science assemblies.

d) Talent can be brought to the school.

Boards we feel sure can best learn about these things by asking their own administrators and teachers. Science teachers have their own association, and there doubtless is very effective interchange of information through this means who actually do the teaching.

The board's biggest contribution, to repeat, can be to encourage active steps by the staff to improve science teaching.

5. The board should be sure that a strong science program is included in the *elementary* school curriculum. This recommendation, therefore, also applies to school boards who do not have high schools under their jurisdiction. The point to this recommendation is that the learning and interest patterns of a youngster may be formed more in the upper elementary grades (so our school staffs tell us) than in high school. Put another way, a latent talent along technical lines which is not awakened during the elementary years may remain latent in spite of the existence of good science courses at the high school level.

6. Perhaps one of the most important recommendations is that a strong effort be made within the school system to find

technically talented youngsters and to encourage them to follow through with the science courses. In educational language, this is probably "testing" and "guidance." In the words of one high school science teacher, however, this is a matter of "beating the bushes for the boys who haven't signed up!"

Actually, this recommendation is part of a more general goal for our school systems. That goal is to find the best talents and possibilities for all youngsters, be they potential scientists, students of social subjects, languages, fine arts, or whatever. This is not a matter of trying to make scientists out of potential nonscientists. It is the matter of achieving the maximum selectivity in guiding each pupil into the area of his best promise.

The reasons why the science teacher has to beat the bushes (and should be allowed to) are that (a) science courses are not required courses to the extent that some of the other phases of the high school curriculum are, and (b) science courses are not by reputation and fact the easiest courses in high school.

In beating the bushes, the high school science teacher should, of course, have lots of help and collaboration from the guidance people in the school. All told, we are talking about active salesmanship to get the right youngsters into high school science courses (and we are talking about this in layman's language).

7. Finally, the board should consider carefully with the school staff whether the teaching of science and mathematics should not be done in a manner to do special things for the gifted child. (This question is equally appropriate in other areas of the curriculum.) This we understand is a master of educational as well as community policy decision.

The purpose here, of course, is to try to be surer that latent talent will be recognized and encouraged. When we are considering the professions, we may be considering the boy who, if given the right encouragement and the right opportunity, may design tomorrow's most effective guided missile, or at least tomorrow's most fetching automobile!

**A reply to recent, nationwide criticism: the story behind  
St. Paul's reduction of education services...**

## St. Paul Surmounts Its Financial Crisis

**RICHARD E. NIELSEN**

Editor, STAFF REPORTER

St. Paul, Minn., schools

On May 2, 1956, the board of education in St. Paul, Minn., voted to reduce school services and to increase teachers' salaries. Banner headlines in the St. Paul newspapers proclaimed that "Board Cuts School Service." Smaller headlines said "Funds Short: Kindergarten, Athletics Ended." Reports went on to say that the free use of school buildings by outside organizations was to be ended, the custodial staff reduced, all extracurricular activities for which teachers were paid were to be eliminated, and the programs of secondary school pupils were to be reduced from five subjects to four. In addition, a new junior high school was not to be opened in September.

### Nationwide Criticism

This unprecedented action was seized upon by news agencies of all kinds, and the reverberations echoed back and forth across the nation. Unfortunately,

the story was told out of context and without proper background. Consequently, there was much misunderstanding of what had taken place. School board members and superintendents of schools from points as distant as California, Colorado, Ohio, and Iowa reacted by using such words as "fantastic," "false economy," "hasty action," and "bringing their educational program down." It was said that St. Paul should exhaust all other alternatives and that the activities eliminated were not "unnecessary frills."

Actually, the board of education had displayed a high degree of statesmanship and courage by taking action designed to maintain the greatest possible stability and morale in the schools. The logic and consistency of the policy becomes obvious when the whole story is told.

The public schools of St. Paul had emerged from the depression years in

need of refinancing and refurbishing. It was not until 1950 that a charter amendment was passed taking the schools from the control of a Commissioner of Education who was also a member of the City Council and placing them under the control of a board of education, elected at large, but still subject to expenditure limitations set in the city charter. Charter amendments passed in 1950 and 1953 had allowed increased revenue for school purposes, and bond issues during the same years had provided a total of 20 million dollars for school plant improvement and expansion. However, the maintenance funds provided in 1953 were not sufficient to cope with the increased enrollments and with inflation and with the teacher shortage that was reflected in teachers' salaries.

The situation became crucial in the summer and fall of 1955 when the budget for the calendar year of 1956



**THE ST. PAUL BOARD OF EDUCATION**

Leaders in the fight for a charter amendment that would guarantee enough school funds, the St. Paul board of education members include: (left to right) Gerald J. O'Donnell; Mrs. M. M. Sarnecki; Mrs. Fred L. Paul, vice-president; William T. Coulter, president; Paul W. Mielke, secretary; Robert H. Tucker; Charles L. Rafferty. Dr. Forrest E. Conner is superintendent of schools at St. Paul.

was being planned. The ceiling on tax revenues in the city charter affected the police, health, and fire departments, the libraries, the parks and playgrounds, and all other municipal services, as well as the schools. Relief could be secured only by amending the charter, and the passage of a charter amendment in St. Paul requires a 60 per cent majority of the vote cast on the proposal. It became obvious in 1955 that, unless additional funds were provided, the schools could not maintain *present* services without incurring a half-million dollar shortage. At the same time, greatly increased expenditures were necessary to attract competent new teachers and to compensate present employes adequately.

#### Elections Fail

At the recommendation of the board of education, the City Charter Commission presented an amendment in November, 1955. After an intensive campaign, the amendment received a 55 per cent majority and hence failed to pass since it did not reach the 60 per cent mark.

Another amendment was presented to the voters in April, 1956, and an even more intense campaign was conducted. Result: a majority of 53 per cent was secured. Hence that amendment failed, too. There was no obvious organized opposition to the passage of either of these charter amendments. It was popularly said they failed because of apathy and indifference and because of the resistance of taxpayers to any increase in taxes for any purposes.

When the board of education took action on May 2 to reduce services in order to maintain staff, the situation facing it was acute. The teachers' salary schedule was from 400 to 800 dollars below schedules in the schools of surrounding communities. Not only was it impossible to hire the necessary teachers, but great numbers of the present staff were applying for positions elsewhere. In the words of board of education president, W. T. Coulter, at the momentous board meeting, "St. Paul already has lost much of the advantage of being able to compete for teachers under favorable salary conditions during the normal teacher hiring season. Each additional day increases the practical certainty of the shortage of qualified teachers with which we must inevitably begin the new school year in September."

In this situation, the board reduced services enough to raise professional salaries 500 dollars per year. The action of the board was taken only after long study. It was a decision between letting personnel deteriorate while trying to preserve service or of holding employees while cutting services. The board concluded that services could be restored

rather quickly, whereas, if the staff deteriorated, it might take years to recover.

When the action was announced, mothers who had anticipated their youngsters attending kindergarten four months hence were dismayed. So were fathers who had looked forward to their sons making the team. So were thousands of others—parents and pupils alike—whose normal programs would be curtailed in art, music, dramatics, journalism, science clubs, a fifth elective subject, and a host of other valuable areas. The services that were reduced were selected because they could be readily singled out and handled as units, and because the amounts of money involved could be determined beforehand. Services were reduced until sufficient money was freed to pay the necessary salaries. There was no thought that the board of education was placing relative values on any services. Educators and civic leaders knew the measures taken were only stopgaps. They knew that an amendment still had to be passed.

#### Co-operation Brings Results

In studying the alternatives, the board had consulted with parent-teacher leaders and community leaders in all walks of life. Within a day or two, it became obvious that their action had wide community support. Favorable editorials appeared. A Committee of One Hundred was organized representing parent-teacher organizations, labor, management, service organizations, businessmen, and educators. A satisfactory charter amendment was rapidly framed for presentation on August 7,

1956. Fully awakened, voters showed their concern by passing the amendment with a 62.6 per cent majority. Immediately after the election, the board restored services and authorized the employment of necessary staff. Although time was short, it was possible to open the schools in September with a full program and high morale.

This is a very cursory review of a complicated series of events. Active all the time was a highly efficient and intelligent PTA that has worked closely and significantly with the school administration in many school improvement projects, including the one to establish the schools under a board of education. Other educational and civic groups were also of great help. Individual business leaders joined in the campaign early, and labor leaders were free with their endorsements. The spiritual leaders of the community lent their influence. A friendly press did yeoman service in raising issues and providing information. Editorials were strong and friendly. The motives and character of an excellent and highly respected board of education were never broadly questioned.

The superintendent of schools was aided and reinforced by an excellent staff. An unheralded part of his work was his success in working the St. Paul Charter Commission in the initial formulation of acceptable charter amendments for submission to the voters. As executive officer of the board, he assisted it in the careful study of alternatives. In its name, he drew divergent groups together, smoothed out ruffled tempers, and encouraged discouraged gladiators.

## PROFESSION

"We may discover our duty from the trust placed in us. Parents commit to us their richest treasures, their dearest hopes. Theory without practice will be mischievous; and practice without theory must, of course, be at random. Every mind therefore, requires a mode of treatment somewhat different from that which is suitable for any other mind. Every new pupil is not only a new lesson; but a new book, which the teacher must study and a book, too, in which pages are continually enfolding, which requires a new analysis, and frequently compelling a change of estimate and consequently a change of procedure, in regard to the whole matter."

It is difficult to quarrel with such an appraisal of teaching. It would be derogatory for us to concede that teaching methods are

acceptable that preclude that encompassed in these words. It would be rank heresy to believe that teacher training should aim at any lesser goal. It would be under-estimating to believe that our modern society could or should be satisfied with any lesser performance level. But—it would not be a point of quarrel—it would not be derogatory—it would not be rank heresy—it would not be an underestimation to believe or conclude that such identified performance can be anything beneath the dignity of professional service.

The initial words are those of William H. McGuffey in 1859.

— RALPH C. GEIGLE  
Superintendent — School District of the Borough of Oakmont, Pa.

**What is the responsibility of the schools  
in the event of another depression?**

## *What of Another Depression?*

BENJAMIN J. NOVAK

It may seem absurd in these times even to mention a depression, much less to bring it out for a serious contemplation. No large cloud is noticeable on the horizon, despite careful scanning by the economic experts. With all that the schools have to do, should the educators keep watch on the economic front, too? The answer is very definitely, yes! A depression is never beyond the realm of possibility, and is a disaster that must be faced as resolutely as war, storm, or flood.

In the momentous events that affect American life, the schools have shown themselves time and again to be rallying points in providing strength and leadership. Even before World War II actually came to our shores, the schools began the speedy training and retraining for war production skills. This tremendous program saw hundreds of schools and annexes never closed, with millions of citizens prepared to throw effective weight into winning the war.

### **A Backward Look**

Perhaps the least creditable page in the history of public education is its role in the great depression of the 1930's. Depression generally is an insidious, creeping disaster, which often presents little front for direct attack. Some people feel rather that it should be "waited out." In any case, educators by and large, did not exert leadership

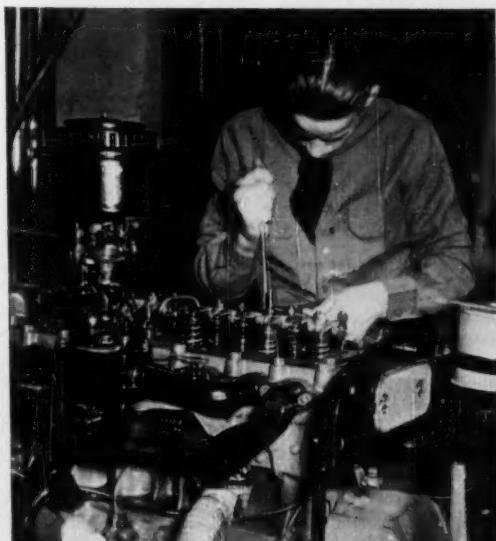
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Dr. Novak is vice-principal of Frankford high school in Philadelphia and a lecturer in secondary education at Temple University.

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in this great catastrophe. Eventually, governmental agencies took action, generally effectively, but somewhat wastefully, because educational matters were being managed on a trial and error basis, largely by laymen. It may be of interest to review several programs that were sponsored by the Federal Govern-

Two illustrations of the training provided by the C.C.C. before World War II are shown in these views of a student mechanic (right) and students in the Cooks and Bakers school in Santa Fe, N. Mex.



— Photos courtesy U. S. Office of Education



**"As for a depression . . . let it be resolved that this time the educators  
will take the field with prompt, resourceful, and courageous leadership"**

ment at that time. During the middle 1930's there were from three to seven million young people between the ages of 16 and 24 who could not find jobs.

The Civilian Conservation Corps (CCC) took to work camps men between 17 and 28 years of age from relief rolls, paying \$30 per month, of which a minimum of \$22 had to be sent to needy dependents. The program was administered by the War Department. Forestry and public conservation projects were worked upon under the Soil Conservation Service, Forest Service, National Park Service, and other agencies. Some enrollees were encountering adequate diets and living conditions for the first time. Many were illiterate, and showed other gaps in education. Educational advisers were added, and many persons enrolled voluntarily for instruction in reading, writing, and various elementary and secondary subjects. When the CCC ended in 1942, after nine years of activity, over two million persons had participated.

The National Youth Administration (NYA) enrolled men and women between the ages of 16 and 24 in work projects of a construction nature for boys, and in homemaking for girls. The projects were selected with regard to providing vocational and work experience that would help in regular employment. Many projects were sponsored by state, county, and municipal governments. Some resident centers were organized to offer trade training. As another form of aid, small financial subsidies were given to needy high school and college students, for which they contributed useful work under the direction of school officials. The NYA was criticized by many school officials as being a competing educational agency. This was denied; but at the very least, the NYA has had some influence in the later self-analysis and broadening of public education.

The Works Progress Administration (WPA), beginning in 1935, provided work relief for the unemployed. Many teachers and other educational personnel were included in the benefits, there not always having been a teacher shortage! Educational functions included areas such as naturalization, art, recreation, vocational education, nursery schools, and libraries. Almost one and a half million persons were enrolled in WPA adult classes in March, 1938. Almost a million others attended forums and lectures. About 50,000 children were in nursery schools.

The Public Works Administration and the Works Progress Administration contributed funds during this period to the construction and repair of public school buildings. Up to June, 1940, contributions of WPA and PWA amounted to \$729,326,801 for 18,365 school buildings, embracing 59,615 classrooms, and a total combined expenditure of \$1,521,593,838. Many of these buildings planned for vocational education were to function soon thereafter in the training of thousands of young war production workers.

Many state and local projects functioned in conjunction with, or independently of, federal enterprises. All of these can fruitfully be re-examined for the possibility of their more direct use in present-day and future educational needs.

#### **The Schools and a Depression**

But returning to the original problem, what of specifics in meeting future depressions? One often-cited measure is expenditure for public works, like road construction, schools, and other public buildings. Pennsylvania's state plan for federally subsidized vocational education has a Plan E, "The Vocational-Industrial Out-of-School Curriculum." This provides the educational machinery for unemployed persons or those about to be unemployed who need additional training in order to secure a job or to transfer to another job. Within this framework, instruction can be selected from shop experiences ranging from operational to technical, classroom subjects of a wide variety, or even correspondence instruction. Other states have similar flexible plans permitting prompt action within a broad range of circumstance.

Much has happened to our country and its people since the depression days. Certainly our experiences have broadened our thinking. The extension of the armed forces and the "GI" educational bills have expanded greatly educational concepts. Public schools are wrestling more seriously and more successfully with the ideal of real education for all. Vocational education and guidance are becoming more "respectable." In no other phase of education, perhaps, than vocational education is the need more clearly seen or acted upon, for data on present and future employment needs. The State Employment Offices and the United States Department of Labor are two important agencies that provide the schools with reliable data and other helps in the field of employment

and placement. We in the schools are thereby much more sensitively attuned to economic conditions.

Adult classes are growing steadily, with inevitable benefit to the schools as well as the learners. The habit of education and re-education for all ages is now well ingrained, and there is improved "know-how" in the teaching process.

One of the most remarkable gains since the great depression has been the increasing co-operation of industry with the schools. From an almost general indifference has come an about-face in ways too numerous even to catalogue accurately. Instructional materials, literature, scholarships, excursion opportunities, employment experience, and participating in educational planning meetings, are a few selected activities. Rather than being held at arm's length, schools are being invited into industry. Labor groups have been active in advisory committees on vocational education, and have otherwise been more actively interested in public education.

The public schools as institutions, and through many staff members as individuals, are increasing in their interest and participation in community affairs. This argues well for better educational service under all conditions.

#### **An Unavoidable Responsibility**

On the basis of what has just been outlined, the public schools seem now to be much better equipped to meet unforeseen developments. As for a depression, educators are not economists, prognosticators, or pessimists. It is necessary, however, that responsible educational leaders give some thought to possible depressions, among other eventualities. This does not mean that elaborate detailed educational machinery should be constructed now for possible future use. It suggests, rather, that the educator must gain historical perspective. He must develop the habit of contemplating future possibilities, so that he is always psychologically ready for any emergency. He must learn to work with many agencies. In matters educational he must regard himself as a field general, listening to the views and wishes of all, but exercising his best professional judgment for the common good. It is everyone's fervent hope that depression will not again be our visitor. If, however, it should be, let it be resolved that this time the educators will take the field with prompt, resourceful, and courageous leadership. This is our unavoidable responsibility.

# *A Year of TV for Boys and Girls*

DONALD G. TARRET



"Geography Comes to Life" as Mrs. Doris Howell of Meredith College discusses climates with boys and girls in the seventh grade over WUNC-TV.

The "Younger Set" went on the air in January, 1955, over Station WUNC-TV of the University of North Carolina. It was a program for 8 to 14-year olds and provided a variety of activities. From this beginning has developed the series of programs designed for in-school viewing which are presented five days a week. These programs include guidance, health and physical education, art, music, science, and geography. They have resulted from the joint planning by the staff of WUNC-TV and the TV Committee of the School of Education of the University of North Carolina and Woman's College of the University of North Carolina. Other departments of the university have taken part in the production of the programs, and some are sponsored by them. N. C. State College has sponsored certain programs, including "Today on the Farm" and "Engineering."

#### **A Planned Series of Programs**

Television offers many opportunities for education. It is possible to supple-

ment the learning experiences of boys and girls through this medium. We know that they are watching TV. Studies show that they often average three and half hours per day in televiewing. Why not plan a program or series of programs designed specifically for them?

The "Younger Set" was designed to meet this need. It had as its purposes: (1) to provide educational after-school viewing for elementary and junior high school children, especially 8 to 14-year olds; (2) to recognize and publicize public schools; (3) to supplement in-school learnings; and (4) to foster better health, recreational skills, and civic attitudes.

As it developed the program centered around the activities of a group of students who were spending some of their time after school in a "studio" recreation room. The programs were scheduled from 5:30-6:00 p.m. in order that a large number of students would be home to view them. A hostess, who was a senior at UNC majoring in elemen-

tary education, co-ordinated the show as the cameras moved from one section of the "club room" to another. Actually the program was based on a series of segments each day.

On Mondays it began with Hobby Lobby. A guest boy or girl would show and discuss his or her hobby with the hostess. This was followed by a Buzz Session which featured a group of four students discussing problems with the help of an adult moderator. Here, as on all programs, the boys and girls came from various schools in the viewing area. The third segment of the Monday show was a section called Junior Sports Time which featured health and safety discussions and athletic tips by prominent athletes at UNC and by faculty members of the athletic department.

Tuesdays included a School Salute, featuring a group of students telling and demonstrating an interesting activity which had taken place in their school. These activities were varied, ranging from an Eskimo project to a Science Fair. A music appreciation section then followed which was both informative and entertaining and featured many individuals and groups who were well known around the university.

A boy and a girl from the local high school conducted an interview of an "Interesting Person" on the Wednesday program. This very often was in the area of vocational guidance. A guest specialist in children's literature presented a discussion of books and their authors in Book Nook. Well-known authors living in Chapel Hill were guests on the programs. Arts and Crafts were demonstrated in the Craft Corner. Here,



**Donald G. Tarbet, Associate Professor of Education at the University of North Carolina, Chapel Hill, here discusses future plans for the in-school series of educational television programs with Duff Browne, Director of the school's station, WUNC-TV.**

boys and girls were actually taught various skills and activities which could be interesting and helpful to them.

Outdoorsman Jim had many interesting guests on the Thursday shows. Sometimes it was a group of Boy Scouts demonstrating various activities, even doing an Indian dance. A swarm of bees was included as a part of one program — under the supervision of a keeper, of course. The Guest Pet section featured a boy and a girl and his or her pet. These ranged from parakeets to donkeys and furnished many unpredictable happenings, such as the time the parrot refused to come out of his cage after witnessing an Indian war dance by the Scouts.

Throughout the programs the emphasis was on worthy use of leisure time. Boys and girls at home could learn much from seeing their friends or others their age taking part in the various activities of the "club room." Interests and hobbies were often strengthened, sometimes with bad effects on parents who were suddenly confronted with the demand for a pet alligator or other unusual pet. However, it was felt that the benefits outweighed the disadvantages by far. These programs closed with the end of the school year, as it was decided that it would be difficult to continue this type of program during the vacation period.

#### In-School Viewing

With the openings of school in the fall of 1955 it was decided that WUNC-TV could render a real service to the schools of North Carolina by providing programs designed for in-school viewing. The School of Education has a TV committee which discussed and planned the programs. The chairman and coordinator of the programs worked with the WUNC-TV staff in preparing the programs and arranging for their presentation. Information was distributed through the various newspapers and other publications which reach the schools. A mimeographed schedule of programs was distributed to schools in the viewing areas through the administrative officials.

A "Career for You" was scheduled for the Monday programs. This program was actually a series of "career days" by TV. A boy and girl from the local high school interviewed specialists in various fields about opportunities, requirements, and advantages of a particular profession. In some cases panels of students discussed problems with which teen-agers are faced. A program on "Planning for College" featured their interview of the director of admissions of UNC and three college deans. Professions which have been discussed included such areas as dentistry, physical therapy, teaching, law, chemistry, government, and many others.



Two seniors in the school of education at the University of North Carolina are being interviewed by seniors of Chapel Hill high school about a career in teaching on WUNC-TV's "Career for You."

Many of the schools, especially the smaller ones, have inadequate provisions for proper instruction in health and physical education. "Playtime" was a series on physical education activities for seventh and eighth grades. A class situation was set up in the studios. It was suggested that public school classes viewing the programs engage in the activities simultaneously with the performance of the studio group. The demonstrations included such programs as Relay Games, Individual and Partner Stunts, Group Games, and Folk and Square Dancing. These programs are under the direction of the Department of Health and Physical Education.

The Wednesday programs featured a revolving series with "Playground," "All About Art," and "Music in the Air," appearing every third week. Later this was revised with the music segment every week on Tuesday and the art and playground session on the Wednesday program. These programs were prepared at Woman's College of the University of North Carolina. Playground was designed to help the fourth, fifth, and sixth grades with their playground activities. It was hoped that boys and girls would be motivated through these programs toward making better use of their playground period. "All About Art" was designed for the fourth, fifth, and sixth grade students. The aim of the program was to introduce the student and the classroom teacher to new techniques and processes and to promote originality and creativity in art. Such programs were included as Let's Stencil, We'll Make Christmas Decorations With Paper, and Let's Model in Clay. "Music in the Air" was a series of music programs which were designed to help students feel that music has a real part in school life, that it is often fun, frequently relaxing, and sometimes inspiring, that it teaches good habits of singing, thinking, and muscular control, and that it adds considerable to a fuller understanding of

the world in which we live. Programs included Let's Make Our Songs Interesting and An American Folk-Song Map in the Making.

"Geography Comes to Life" was a series of programs designed primarily for sixth, seventh, and eighth graders. The programs were thought of as complementary and supplementary aids for the classroom teachers as well as gainful information and review for the students. Programs included the Meaning and Uses of Globes, The Wet and Dry Regions, and The Mountain Climates.

Later a series on "Science in Nature" was added. These programs featured various aspects of science and nature study which would supplement the work in the classroom. Rocks and Minerals of North Carolina, Trees of North Carolina, Bees, and a variety of other programs added visual materials and guest specialists to the classrooms.

"Today on the Farm," a program sponsored by North Carolina State College, was moved to 1:00 from an evening hour in order that it could be viewed by agriculture classes. "Engineering" was another series on vocational information for boys and girls which was sponsored by State College.

A music appreciation series was added later. This program was designed for viewing by junior and senior high school students and supplemented the work done in the classrooms. The Department of Music of the University of North Carolina sponsored these programs and provided excellent talent and co-ordination for them.

Studies are being conducted to determine the utilization of these programs as well as others by classroom teachers. There is the need for continuous study to determine how the programs can best serve the needs of the schools. There are many fine programs now offered through a number of channels which may be used to supplement and enrich the learning experiences of the students.

In Cedar Rapids, Iowa—

# A Measured Experiment with Mentally Advanced Children

**CLYDE PARKER**

Superintendent of Schools  
Cedar Rapids, Iowa

During the school year 1954-55, a measured experiment with mentally advanced children was set up in the Cedar Rapids, Iowa, schools. For several years thought had been given to such an experiment since the school system had, for many years, tried to meet the needs of all of its children. In Cedar Rapids, as in most school systems, it was obvious that no one really knew just what was being accomplished with mentally advanced children. It is one thing to say that the needs of such children are being met and another thing to have tangible evidence that the needs are actually met. It was from this point of view that it was decided to set up an experiment on a well-conceived basis and to measure the results.

### A Preliminary Survey

Before setting up the experiment in Cedar Rapids it was considered wise to survey the entire country to see what was being done for mentally advanced children in the public schools. In order to make the survey, a single-page letter was composed and sent to the state superintendents of public instruction in each of the 48 states. This letter requested that a list be made of the public school systems in which there were planned programs for mentally advanced children.

Thirty-one state superintendents responded to the letter of inquiry. Of the 31, eight stated that there were no planned programs within their states, while 23 listed from one to six public school systems as actually engaged in planned programs.

After these lists were received an open-end questionnaire was sent to the superintendents of the designated school systems inquiring about their programs. This questionnaire sought information concerning total enrollment in their school systems, their definition of the gifted child, the grades affected by the program, the methods used to meet their needs, a brief description of their program, and a request to send any literature on their program.

Nearly 45 per cent of the school sys-

tems with programs for the mentally advanced that were in cities of 200,000 or over were located in the middle Atlantic states; those in cities 50,000 to 200,000 were fairly evenly divided, except that only one reported from a western state; and more than a third of those in cities of less than 50,000 were in the central states. As a total group, the schools having planned programs for mentally advanced children were rather well distributed throughout the United States.

This survey led one to believe that the needs of mentally advanced children are met in numerous ways. The systems most commonly used to meet the needs of mentally advanced children are enrichment of the curriculum, acceleration of children, and provision of special classes. The enrichment system, however, is used more often than any other method, and is found in practically all subject matter areas.

The second part of the survey was an attempt to find out what the colleges and universities were offering in the way of courses or workshops for the training of teachers of the mentally advanced.

Again, a single-page, open-end questionnaire was compiled and sent to deans of one or more teachers' colleges in each state; to the dean of the college of education of each of the state universities; and to the dean of the college of education of eight selected private universities. Nearly 90 per cent of the public universities returned the questionnaire and 84.4 per cent of all the institutions responded.

It was significant to note that very few institutions were actually offering work exclusively in the area of giftedness. The number of colleges and universities offering courses and workshops for the training of teachers for mentally advanced children is negligible.

### Structure of the Experiment

It was out of the background of these above-mentioned surveys that the Cedar Rapids superintendent appointed a five-man committee to design the

framework for the Cedar Rapids experiment. There were many conferences with staff and board of education members.

The first major step was to identify the mentally advanced children. The regular testing program made it easy to secure a list of children who showed an intelligence quotient of 125 and more. Three elementary schools and one junior high school were chosen for the elementary experimental groups in grades four, five, six, and seven. The same number of schools were selected for the control groups. The high school experimental group was chosen in one senior high school and the control group was set up in another senior high school.

The procedure after identification in the elementary schools was to have the school psychologist prepare a complete study of the individual's intelligence, social and emotional adjustments, and academic achievement level.

The next step was to plan an educational program for each mentally advanced child in the experiment. This program was planned through a joint conference of the teachers, the curriculum personnel, the director of special education, the director of special services, the school psychologist, and the superintendent of schools.

The next step required the interpretation of the child's program to his parents. This was done in conference with the parents.

The program for the experimental children in grades four, five, six, and seven was a curricular enrichment program in the regular classroom situation. The program for the eleventh-grade, experimental high school group was on an ability grouping basis for United States history and American literature under one teacher for two hours of continuous time. For the high school group the curriculum was not only enriched with the addition of many supplementary resources and materials, but also with the provision by the teacher of a deeper exploration into the subject matter.

At the elementary level, experimental

and control groups for the average children were set up in the classrooms where the mentally advanced children were to be studied. This, of course, was to see if any adverse situations would arise for the average children where mentally advanced children were being given special treatment. Parental Attitudes were also measured in relation to this study.

All groups were tested in October and again in May. The California Test of Mental Maturity was selected as a group instrument to evaluate intelligence for the experiment. The California Achievement Test, Form AA, was used to measure educational achievement. The California Test of Personality, Form AA, was selected to measure possible attitude changes. A questionnaire was constructed to aid in the measurement of the attitude of the parent toward the school and any change brought about by this study.

The questions we wanted answered at the elementary level were these:

1. Do children of high intelligence show significant educational gains from a curriculum enrichment program carried out for them in the regular classroom situation?

2. What happens to the educational achievement of the children of average intelligence in the regular classroom when enrichment is offered to the mentally advanced in their room?

3. What broader changes take place in the above groups during the period of curriculum enrichment as it may relate to personality, social and emotional adjustments, and parental attitudes?

In the senior high school the question was a different one. The experiment dealt with personality, social and emotional adjustments, and parental attitudes, but this part of the experiment dealt with "homogeneous" grouping. The main question was this: Can educational gains be achieved when men-

tally advanced children are grouped and given special educational treatment in United States history and American literature in a two-hour block of time under one teacher?

The results of the measurement were analyzed through the statistical process of co-variance. The level of confidence for the test of significance was 5 per cent.

#### General Conclusions

These are the conclusions that can be made from the elementary school experiment:

1. The normal achievement of the mentally advanced pupils was not disturbed adversely by the provision of curriculum enrichment and in many cases significant favorable differences in achievement were shown. As much as 22 months above the normal achievement was accomplished in some areas in some cases.

2. According to the measuring instruments used, the provision of curriculum enrichment caused no detrimental effect on pupil adjustment and personality. The curriculum enrichment program was not designed to produce change in these areas, and no changes were affected by the treatment.

3. The data indicate that in the majority of cases curriculum enrichment, when offered to mentally advanced pupils in the regular classroom, proved to be beneficial to the average students in the classroom. As much as 27 months above the normal achievement of average pupils was accomplished by the average pupils in this experimental situation. Some teaching techniques which apply very effectively to mentally advanced children may also apply favorably to average children.

4. The parental attitude survey suggests that, when parental attitude is very favorable, curriculum enrichment has little, if any, effect on parental attitude toward the school. At the beginning and at the end of the experiment the parental attitude was approximately 75 per cent favorable toward the school.

These are the conclusions that can be drawn from the high school experiment:

1. When mentally advanced pupils are grouped "homogeneously" and receive a special curriculum combining American literature and United States history, taught in a continuous block of time equivalent to two hours, the "homogeneously" grouped mentally advanced pupils will excel to a degree that is statistically significant.

2. According to the measuring instruments used, the "homogeneous" grouping of mentally advanced pupils for the special curriculum caused no detrimental effects on pupil adjustment and personality.

3. The data indicate that the favorable attitude of parents at the beginning of the experiment was not changed by the experiment.

#### In Conclusion

The Cedar Rapids experiment proves that by special attention and a special program better achievement can be accomplished by mentally advanced children in the public schools. If the program is carefully set up as described above, the evils usually ascribed to such a program simply do not show up.

In order to do for mentally advanced children in the public schools what needs to be done it is necessary for a well-defined program to be developed in each school system. Upon first thought one might suppose that teaching mentally advanced children is just like teaching any other group of children. To some extent this is true. On the other hand, many considerations must be analyzed carefully. Most school systems have done little to meet the needs of these children. The reason for this situation is because the public school people have not actually identified the needs of mentally advanced children. One excuse that is used for this negligence is that the schools do not have time to study children thoroughly under our present educational procedure. This, however, is only partially true. Time could be made available if it were decided to employ enough people to do the job. This requires money and space. It requires a teacher supply large enough to draw upon so that employing officials could have their pick of talent. Money, of course, could help make the teacher supply available.

The last test of whether the needs of the mentally advanced children in the public schools can be met will depend upon the ability of the educators to adjust themselves to what they have said they always believed—the ability to teach all of the children of all of the people. Talented people are needed for the job. Average teachers are not good enough. Good teachers must become better. Colleges and universities must help by providing prospective teachers with the best training.



The consultant for the Cedar Rapids, Iowa, mentally advanced program, Mrs. Jenkins (left), shows an elementary teacher, Miss Ryan, the possibilities of furthering an interest in science and motivating research through an electronics kit.

**Whether board members have common opinions about current issues in education is considered in the second part of this study of the background and attitudes of —**

# **The School Board Member Today**

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## **II**

The first portion of this article dealt with the socioeconomic backgrounds of Illinois school board members. In this final installment we shall summarize the data concerning board members' attitudes and opinions toward selected issues in education.

### **Areas of Agreement**

In general, school board members in Illinois tended to agree that:

1. Federal financial aid to education is not necessary for their school districts.
2. An increase in state aid and new sources of tax revenue are necessary if the present quality of education is to be maintained.
3. Schools should continually experiment with new teaching methods and materials in order to progress.
4. Board members should seek to mold, rather than merely accept, public opinion regarding school curricula.
5. Teachers should consider the desires and interests of children when planning curricula.

6. All schools should teach children how to utilize leisure time effectively.

7. The experiences which build character and personality for children are as important in their educational program as are the books they read.

8. School administrators should, if housing conditions permit, live in, and participate in the community life of the districts in which they are employed.

9. The salaries of school superintendents should be equal to, or better than, those of other municipal employees including the mayor or city manager.

10. Service on the school board does not bring about a change in attitudes toward school problems.

11. Women, of comparable background, can be as effective as men are in serving on school boards.

12. School boards should hold open meetings, invite audience participation in discussions of school problems, and answer questions regarding school policies.

13. Open meetings of school boards may cause board members to hold unofficial meetings for the purpose of holding discussions and arriving at decisions.

14. Board members tend to represent the community at large rather than representing the interests of the social and economic classes in which they hold membership.

15. Teachers should not have any more restrictions on their lives than do other comparable members of the community.

16. Teachers should be paid, at least partially, on the bases of competence, need, and responsibilities.

17. Membership by teachers in organizations such as the Illinois Education Association should be encouraged by school boards.

18. In-Service education for teachers, such as the holding of teachers' institutes and pre-school orientation programs, is a justifiable expense.

19. Compulsory education should not end for Illinois school children upon completion of the eighth grade.

20. It takes as much skill and professional preparation to teach the first grade as it does to teach in high school.

21. Illinois school districts will be facing severe problems concerning obtaining adequate financing, sufficient trained personnel, and suitable building space for their educational programs during the next five years.

22. Schools of today are doing a better job of teaching the "Three R's" than did schools of 25 to 50 years ago.

### **Areas of Disagreement**

The respondents tended to disagree concerning the following issues:

1. The advantages and disadvantages of teacher loyalty oaths and of teacher tenure. The loyalty oath question represented the greatest area of disagreement of all the items on the survey document.

2. The necessity, under certain conditions, of board members having to vote against their personal convictions on school board matters.

3. The advisability of having children help teachers plan learning experiences (for children).

4. Parents and other lay members of the community should help the professional staff plan the curriculum.

5. Board policy decisions tend to lose their effectiveness after having been transmitted to the professional staff for implementation.

6. The superintendent should originate or approve all recommendations for the employment of school personnel.

7. Children should be promoted from one grade to the next solely on the basis of how well they can do on academic tests.

### **Backgrounds and Attitudes Relationships**

No significant relationships were found between the backgrounds of the respondents and their attitudes toward: (1) the necessity for federal financial aid to education; (2) a feeling that the schools were doing a better job of teaching the "Three

R's" than did schools of 25 to 50 years ago; (3) the desirability of helping teachers plan the curriculum; (4) teachers disregarding children's interests and desires when planning curriculum; (5) ending compulsory education for children when they had completed the eighth grade in school; (6) promoting children solely on the basis of how well they perform on achievement tests; (7) values derived from having teachers take loyalty oaths; (8) board members tending to represent their own socioeconomic classes rather than representing the community at large; and (9) the necessity for board members, upon occasion, voting against their personal convictions in order to present an apparently united front to the community when ruling upon a controversial issue.

No significant relationships were found to exist between respondents' tenures of service on the school boards and their attitudes toward the following concepts: (1) the necessity for federal financial aid to education; (2) board members having changed their attitude toward educational problems after having served on a school board; (3) board policy decisions tending to lose their effectiveness after having been transmitted to the professional staff for implementation.

There were no significant relationships between the assessed valuation of the school districts represented by the respondents and their attitudes toward: (1) the necessity for federal financial aid to education; and (2) the desirability of having recommendations originate with or come through the superintendent.

The relationships between urban and rural districts and the attitudes of the respondents toward the advantages and disadvantages of teacher tenure, toward promotion solely on the basis of achievement tests, and toward the desirability of placing restrictions upon the personal lives of teachers were insignificant.

No significant relationships could be found between the respondents' memberships in business and professional organizations and their attitudes toward the necessity for federal financial aid to education.

Finally, no significant relationships were found between the number of years respondents had served on school boards and their attitudes toward a feeling that their personal attitudes toward educational policies had changed as a result of their service on their respective school boards.

### Conclusions

1. The number of board members whose occupational pursuits were from business ownership, business management, and from the professions has increased and the number from agricultural occupations has decreased during the period 1920-56.

2. Board members from the ranks of labor and board members from the female sex have not materially increased their

membership on Illinois school boards.

3. Board members tend to come from the "upper-middle" and the "lower-middle" classes, as measured by the Warner system of social class ranking.

4. Little change has occurred in the ages of board members during the period 1936-56.

5. A significantly greater percentage of school board members have children enrolled in the public schools than did board members of 20 to 30 years ago. This indicated a greater concern on the part of the Illinois electorate in having parents serve on school boards.

6. Respondents tended to be active in local community organizations of a business and/or professional nature. Such membership was regarded by the writer as being desirable, from the standpoint that such participation normally could be expected to assist the board member in the processes of explaining the school program to the community and obtaining a clearer conception of the community's aspirations for its school program.

7. Board members' attitudes toward financing education and toward equalizing educational opportunities for Illinois school children indicated that any move toward federal financial aid to education would receive strong opposition. An increase in state financial aid, however, or in new local tax revenue sources, would receive strong support. These two attitudes clearly implied that the respondents felt that educational opportunities were not yet equalized in Illinois and that such equalization could and should be brought about through local rather than federal aid.

8. While board members favor having meetings open to the general public, there are occasions when private meetings should be held in order that the board may transact its business properly.

9. Board policies lose effectiveness, after transmission to the professional staff for implementation, often enough in the minds of some board members, to create genuine concern. It appeared that policy matters should be clearly stated to all employees in order that the intent of the board be carried out in ways which the board members deem to be satisfactory.

10. Board members vote against their personal convictions in order to present a semblance of unanimity to the public, under certain conditions. Efforts should be made to determine the circumstances which surround such voting by board members.

11. Sex is not a barrier to effective board membership in Illinois, in the eyes of board members. The election (or selection) of a female school board member should not, therefore, cause any unusual problems for a school board.

12. The adequacy of the provisions for teacher tenure in Illinois needs to be re-examined in view of the division of opinion among board members as to the advantages

and disadvantages of tenure. Such re-examination should include a careful analysis of cases where achievement of tenure has resulted in a decrease in teaching efficiency.

13. There is a distinct need for developing suitable criteria for paying teachers on the basis of merit and responsibilities as well as on the basis of training and experience.

14. Board members have maintained an appreciable degree of calmness concerning the teaching of the "Three R's" during a period when severe attacks have been made on the public school for allegedly failing to develop competence in these subjects. This indicates a great faith in the teaching profession on the part of board members.

15. If there is a lack of curricular experimentation in the public schools, it is not due to serious opposition by school board members.

16. It appeared that, in the eyes of board members, the leadership in curricular planning belongs with the professional staff or possibly with members of the school boards themselves rather than with lay personnel.

17. Board members appeared to be inconsistent in that they felt that children should be promoted solely on the basis of achievement tests, yet also felt that certain experiences, other than strictly academic experiences, were as important in the educational program as were the books which children read. It appeared, therefore, that board members need to reappraise their ideas as to what constitutes desirable growth and how this growth should be evaluated.

18. Any move to reduce the extent of compulsory education would meet serious opposition on the part of Illinois school board members.

19. Possibly the most important conclusion has to do with the fact that it was not possible to correlate socioeconomic backgrounds significantly with any particular attitude toward the issues studied. The implications of this conclusion are quite broad. For many years it has been assumed that school board members from certain socioeconomic backgrounds have certain "set" attitudes toward educational issues. If this condition actually existed, the present study indicates that school boards have become increasingly less conservative in their outlook on the educational scene. This latter condition has been wrought concurrently with an increase in the educational level of school board members and of the population in general. Thus, as the benefits of education are extended to all and as the educational level of the citizens increases, the demands of special interests and the effect of narrow viewpoints decrease. These data further indicate that to ascribe certain attitudes to school board members on the basis of their social or economic backgrounds is to be guilty of possessing the very type of "set attitude" which is being deplored.

Here are case reports that point up how a supervisor can improve the instructional techniques in the large school system setup

## The Supervisor in a City School System

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There isn't a schoolman in the country who questions the value of an effective supervisory program. To be sure, usually no great problem exists in the small school system where everyone is on a "first name" acquaintance. But how does one reach 700 teachers responsible for 25,000 pupils? That's exactly the question that faced the staff in District Three of Philadelphia's public schools and this, briefly, is how they met the problem.

To begin with, they rejected the concept of the "snoopservisor" who enters without warning the classroom of the cringing teacher, ready to rate and berate. Instead, they believed that today's teachers need help not only in pedagogy but in understanding how children develop and in learning how to get along with all kinds of people. They saw the supervisor as a "releaser of power" rather than a "teller of patterns." He was to assist a school: (1) in finding out the present status of its learning; (2) in setting up a practical program for improvement; and (3) in holding up a measuring rod to judge whatever was done.

Shared responsibility was to be characteristic of the program. In the line-staff organization, the policy makers were the district superintendent and, in each school, the principal and teachers; the resource persons: the directors of curriculum divisions and the supervisors.

The division director co-ordinated city-wide projects in his field and through such activities as revision of curriculum guides and consultation with nationally recognized authorities, helped

bring each supervisor to maximum competency.

To the district superintendent fell the duties of obtaining suitable working facilities, of providing all personnel with opportunities to formulate plans and mold policies, and of alerting the principals to the importance of supervisory service.

More than anyone else, it was emphasized that the principal was the key to the success of the program. He was the legally designated officer who could best understand the needs and hopes

of the children, faculty, and parents of his school. It was he who was to promote a professional climate that invited co-operative solution of problems. In this climate, he would help the supervisor by sharing pertinent information, by enabling teachers to meet the supervisor on a friendly basis, and by preceding and following each supervisory visit with his personal attention.

The teacher had the responsibilities of seeking and using supervisory service. No pattern was desired save that each teacher be equally diligent in find-



A supervisor helps Philadelphia teachers design and make exhibit materials for use in their elementary classes.

ing better ways of working with children. In this search, in-service training was held inherent, and it was so openly stated in print.

In turn, the supervisor recognized his obligation to the school. As a consultant, no word, gesture, or deed was to be made, in or out of school, that might undermine the morale of the staff. He was flexible enough to meet the differing needs of the many schools of the district. The mechanics of the program, such as notifying the school in advance of a visit, were respected. Finally, the principal was kept completely informed.

And how District Three's supervisors worked! In filling a request, they used:

*Classroom Observation* in which the supervisor attempted to determine the needs and resources of the teacher through actual observation of the teacher at work.

*Individual Conference* in which the teacher and supervisor defined clearly the teacher's problem and developed cooperatively a solution.

*Group Conference* in which several teachers, either on a grade or interest basis, met with the supervisor.

*Faculty Meeting* in which the supervisor had the opportunity of meeting the entire staff.

*Committee Action* in which the supervisor served as a resource person either on a district of local school problem.

*Bulletins* in which the supervisor used the printed page as another avenue of communication. The District Three newspaper, the beginning teachers' "Term-Oil," as well as committee reports, kept the district informed of significant developments.

*Professional Reading* in which the supervisor reviewed the latest contributions in his field.

*Demonstration Teaching* in which the supervisor used the popular technique of actually "showing how it is done."

*Visitation* in which the supervisor assisted in the planning of a district observation program so that teachers could study methods of other classroom teachers.

*Faculty Excursion* in which the supervisor conducted tours for a teacher and his class or for an entire faculty.

*Consultant* in which the supervisor arranged meetings between teachers and resource people.

*In-Service Courses* in which the supervisor taught after school hours, Saturday mornings, and in summer workshop.

*Child Study* in which the supervisor chaired a group within the school, in activities designed to give increased understanding of the growth and development of children.

*Special Service* in which the supervisor would be called upon to address a parents' group, prepare an exhibit for the annual conference, or test new materials.

#### As the Supervisor Saw It

#### A Report Involving an Entire Faculty

My name is Rose Johnson. Until two years ago, I was a classroom teacher.

Now I am a language arts collaborator working in District Three. As a service person, I visit every type of school from orthogenetic disciplinary to regular grade. I meet the beginning teacher, the veteran; the principal and the district superintendent. For all of them, I've got to sell reading, writing, listening, and speaking.

This week, I'm at the Southside school. The principal called me two days ago "With the new language arts guide out plus our many new teachers, can we have a shot-in-the-arm in language arts?" he asked. "Something that will provide review of sound old ideas and a glimpse of newer techniques."

My schedule showed that I was booked solid in other schools. One week only was still clear—that is if you don't count a committee meeting or two. How to reach every teacher? We threw suggestions around for an hour and finally came up with a plan for a week of intensive work.

The first step was to be a preview at a faculty meeting. The teachers would be given an overview of the week. While the plans of the principal and myself were definite, the faculty would still have a chance to remodel them to their suggestions. That step went smoothly last Tuesday.

Monday of this week I took over the library. On the tables, I set up an exhibit of language arts materials: games, pictures, drill cards. On bulletin boards, I placed samples of children's work. From the district library, I secured copies of every basic language text used in our schools plus available literature readers. Manila tag, scissors, pencils, rulers, construction paper, and crayons were placed on a table so that teachers could copy any materials they liked.

Tuesday bright and early, I held my first group conference with primary grade teachers. We were free to discuss any problems that were raised. Their classes were doubled with next-door teachers who in turn were scheduled to meet with me later. The teachers were interested in the exhibit from the start. Need I confess that I was flattened by the "Ahs" and "Ohs"? Then we got down to business.

"How do I handle the slow reader?" "I just can't seem to get them to want to write." "Have you noticed the number of speech defects in our pupils?" "Where can I get the right books for a classroom library corner?" From all of this, we centered on two ideas: (1) I used the materials in the exhibit and (2) I promised to teach demonstration lessons that afternoon, one in reading and the other in written composition. For those teachers not accommodated by these methods, I scheduled individual conferences later in the term when available time would permit.

By the way, I should mention that a

parent had set up a hot plate, tea, and cookies. It was a welcome touch and I could detect the fine hand of the principal behind the scenes.

So it went from Tuesday to Thursday, two conference groups in the morning and demonstration lessons in the afternoon. I had half-hour breaks A.M. and P.M. I needed them! Now it is Friday and I am packing ready to move on. As I look back, I remember the teachers who visited the exhibit on their free time, the kind words of appreciation, and the eagerness to try new ideas. My conference today with the principal confirms my feelings of accomplishment.

Next Tuesday, I'll return for a faculty meeting. We have decided to have a language arts workshop during which everyone will have more time to make instructional materials. I have a list of teachers who want me to visit them soon. If you're in demand, I guess your work is important, and I am content.

#### A Report on Helping the Individual Teacher

In the fall, as the newly assigned physical education supervisor of the district, I visited each school. The principal of the Marshall School said that his faculty would appreciate seeing a physical education lesson from start to finish. I agreed to teach such a lesson. At faculty meeting, all of us went to the basement playroom where a class of sixth graders awaited me. I put them through the paces from marching, exercises to group game. As the pupils worked, I explained the purpose of each activity. When the lesson was completed, the faculty social committee served ice cream to all.

As we chatted over the refreshments, one of the teachers commented on the number of minor accidents occurring during recess periods. She described the small yard and the haphazard running and pushing of the pupils. Would it help if organized play were provided? I told her of the happy experiences of several schools that had tried "socialized recesses." She said that she would be willing to investigate. We presented the idea to the principal who enthusiastically gave us the "go-ahead" signal. Right then and there we made a schedule of visits which would enable me to see Miss Baron, the teacher, at least once every two weeks.

At first we checked the physical education course of study for suitable games. Then we walked through the yard plotting out activity areas. We sketched roughly a map designating sections of the yard for group games, racing, basketball, quoits, and hopscotch. A space was set aside for free play.

Before presenting the map to the faculty, Miss Baron visited another school in the district that had a similar

plan in operation. I arranged for her to consult with the teacher-in-charge.

Back at Marshall, she organized a game leaders group consisting of pupil representatives from each class. The leaders were given directions printed on 3 by 5-inch cards. Once a week this group was to meet to learn games, and evaluate their work during socialized recess.

We were now ready to present our plans to the faculty for approval. Each teacher was given a mimeographed map of the yard, a description of the program, and the membership list of the game leaders. While Miss Baron presented the outline of the plan, I stressed the physical education values. The faculty agreed to co-operate on an experimental basis. I offered to collect the needed athletic equipment and distribute it accordingly to the classrooms.

By December, the program was in full swing. After initial confusion, the pupils received the game leaders with much pleasure. The number of yard accidents dropped overnight. Parents who had come to the yard to check on the safety of their children now remained at household duties. I was tempted to drop Miss Baron from my crowded schedule but I decided to see her through the school year.

Sure enough, we had difficulty later with the first and second graders. Unlike the older pupils, they tired of group games. Here I was glad that I stayed with Miss Baron. Everything else was working so well, that the lower grade recess stood out in negative contrast. We revised our program, eliminating many of the games while providing more play space and supervision. This recess then settled down.

Nothing breeds interest like success. Other teachers requested my services first in teaching games "like those you showed Miss Baron" and next in evaluating their entire physical education programs. The Marshall School has become a physical education center that eagerly accepts suggestions and I believe is genuinely happy to receive my service. What had started as a simple question from one teacher has led to a revived interest by an entire school in my chosen field.

#### A Report on Guiding Beginning Teachers

Everyone agrees that the first year of teaching is crucial. A new appointment usually brings a desire to make good with all the idealism of the college textbook. In District Three, we try to preserve that enthusiasm. To help the principal in this job, there is a new teacher aide. I am Martin Beal, the aide.

Before the school year begins, the new appointees are invited to meet at our administration building. An all-

day meeting helps to give the newcomer an overview of the school system. Our top administrators describe briefly the services of their various divisions. Then in smaller groups, we aides cover such topics as record keeping.

#### The Demonstration Lessons

Shortly after the appointee begins her work and after consultation with the principal, I visit her. We discuss classroom problems that may have arisen. Frequently I'll teach a demonstration lesson in a subject in which the appointee is weak. Our curriculum office supplies excellent teaching guides in all subjects and a popular bulletin on classroom management. I point out the specific sections that apply to the problem being considered. Even the use of audio-visual materials is my concern.

At least once a term, all beginning teachers of the district attend a meeting of their own to discuss problems which they have submitted in advance. They have the opportunity of meeting the district superintendent for a sharing of ideas and to plan methods of considering their problems. A typical list of topics for discussion includes methods of grouping, maintaining discipline, unit teaching, and conducting parental

interviews. Knowing the personnel of the district, I can call on specialists in these areas regardless of rank. For example, the topic of discipline has been discussed by a principal of a special school who has had unusual success with behavior problems children. Often we divide ourselves into sub-groups so that each can consider the problem of greatest personal concern.

Interesting developments have resulted from these meetings. Once we contributed to a district newspaper. Our problems have been given to the regular principals' meeting for consideration. A district library was established in part to meet our request to have all classroom texts at close hand.

#### A Beginner's Enthusiasm

As I view my work in personal terms, I find deep satisfaction in seeing fledglings take hold and in many cases rapidly assume positions of leadership in their schools. It has been said that an aide, by being a kind of human insurance policy on which one can draw in time of need, helps make the beginning teacher's way more secure. Whatever experience these beginners may lack, they more than make up in eagerness to do a good job. As a supervisor, can I ask for anything more?

### Waging a War Against the Enrollment Boom . . .



BOARD PLANS NEW BUILDING PROJECTS

Engaged in planning a new building program to meet the demands of an ever-increasing enrollment is the Dearborn Township school district No. 2 board of education. Members of the board include, from left to right: LeRoy R. Watt, superintendent; James Judge; William Masonis, secretary; Robert Bullinger, president; Estelle Hanawalt, treasurer; and John Johnson.

# Board Resubmission of a Defeated Election Proposal

STEPHEN F. ROACH

Editor, *Eastern School Law Review*  
Jersey City, N. J.

In those districts where a board proposal to purchase a specific school site is rejected by the voters upon its initial submission, the board members are frequently called upon to consider the possible resubmission of the proposal at a subsequent election.

Where a board has determined to resubmit such a proposal, litigation occasionally has followed because of differences of opinion concerning: the board's basic authority to decide on resubmittal; the period of time required to intervene between the successive submittals; or some other aspect of the board's resubmission determination.

An interesting case<sup>1</sup> concerning some of these aspects of school board operations was recently decided in the Supreme Court of New York.

## Facts of the Case

On April 16, 1956, at a special meeting of the Union Free School District No. 1 of the towns of Brookhaven and Smithtown (N. Y.), the voters defeated by a substantial majority a resolution to purchase certain property for a school site.

Two days later the district board of education decided upon a resubmission of the defeated resolution at a special district meeting to be held on May 23, 1956. Thereupon, Flinn applied to the Supreme Court for an order requiring the board to rescind its determination that the proposal be submitted to a second vote.

Flinn contended that the board's action — in determining to resubmit the resolution — after the voters' "clear expression of disapproval" at the April 16 meeting: (1) was arbitrary and capricious; (2) "set at naught the exclusive rights of the [district] inhabitants . . . to select school sites" — as was provided by existing statutes; and (3) actually disenfranchised the voters of their existing Constitutional rights "by making their votes meaningless and ineffective."

In support of its resubmission action, the board contended: (1) that more than half the parents of children in the district had refrained from voting at the April 16 meeting, (2) that "numerous qualified voters" had approached members of the board with the request "to resubmit the question to them because they had been under a misapprehension as to the facts" at the April 16 meeting; and (3) that "the Board met in a special meeting

to which they invited 'a number of representative citizens' to join them, and together they unanimously agreed in this closed session to put the proposition up for a new vote."

## The Issues

The fundamental issue posed in this case related to the authority of a district board of education to resubmit to the voters a proposal which had been defeated at an earlier district election. This litigation also raised the issue: Are there limitations on the power of a local school board to call a *special* district meeting?

## Findings of the Court

In its opinion the court first pointed out that a board of education could resubmit a proposition at any time to the district voters where "error, fraud or misunderstanding" was present originally, or where "new factors" had arisen after the first vote. "However," the opinion continued, "it cannot be disputed that mere dissatisfaction with the result of a vote will not justify the board in an immediate resubmission of the identical proposition."

Such an act, in the view of the court, would be a clear abuse of the board's power to call special district meetings. "To call a special meeting . . . is discretionary [with the board of education] but such discretion should not be used to thwart the express commands of the voters."

In its consideration of the board's allegation that less than half the district parents had voted at the April 16 meeting, the court commented: "Concomitant with the right to vote is the right to refrain from voting, and no matter how the board may deplore the fact, the mere failure of a voter to exercise his franchise . . . cannot, of itself subject the diligent voter to the burden of attending another meeting so soon thereafter for the same purpose, in the hope that this time perhaps, the disinterested voter may be induced to appear."

After noting that the board had apparently conceded that no new circumstances or change of facts had arisen which, in themselves, would warrant a new meeting; and that the evidence, as submitted, had produced no "substantial proof of deliberate fraud or misrepresentation," the court rejected the board's first contention.

Concerning the board's second contention, the opinion held: "Even if this were a

sufficient ground for resubmission, the nature of such misapprehension should have been set forth in an affidavit by the person claiming to have been laboring under it, who should have stated also, how it arose." Accordingly, this claim was also denied.

To the board's third contention, the court said: "Such a proceeding is highly irregular and must be condemned. All official action [by a board of education] must be taken at a public meeting, and not at a closed one which only certain members of the public are permitted to attend."

The opinion then continued: "The Court is loathe to interfere with the functioning of a school district, or to restrict in any way the exercise of the discretion of the membership of a school board. It is fully aware of the problems which confront them. . . . It appreciates that the formulation of this resolution [to purchase the school site] represents long hours of work and study on the part of the Board. Nevertheless, there are fundamental principles involved which cannot be disregarded."

Concluding that on the facts disclosed, the sole ground for the board's resubmission of the rejected proposition "appears to be . . . that they [the board members] were dissatisfied with the result [of the original election], the court invalidated the resubmission. "The [resubmission] action . . . [is] unwarranted, arbitrary and capricious and therefore is annulled. . . ."

Therewith the court enjoined the board from holding the scheduled special meeting on May 23.

## Significance of the Case

It would appear that the following legal principles would be applicable in future litigation of this type:

*First:* The school board may resubmit a proposal which has been defeated at an earlier district election at any time where error, fraud, or misunderstanding was present originally, or where new factors arise after the first vote.

*Second:* Mere dissatisfaction with the result of a vote on a district election proposal will not justify a board's immediate resubmission of the identical proposition.

*Third:* The exercise of its authority to call a special district meeting is discretionary with the board, but such discretion may not be used to thwart the express commands of the district voters.

*Fourth:* All official actions of a board of education must be taken at a public meeting.

<sup>1</sup>*Application of Flinn*; cited as 154 N.Y.S. 2d 124 in the National Reporter System.

The translucent "floating" ceiling . . . the electroluminescent  
"sandwich" light source . . .  
high frequency installations: all important—

## New Lighting Concepts For New Schools\*

R. D. BURNHAM

Lighting Engineer, The Wakefield Company  
Vermilion, Ohio

Vision is our foremost means of communication, and light is a carrier wave, similar to radio or television, which makes vision and visible communication possible.

Our eye receives an intricately coded message via the light rays. It might be called the antenna that detects light-energy impulses. In the visual cortex section, the brain decodes these messages and presents them to the reasoning centers where the messages become meaningful.

In childhood the abilities to see and to reason from seeing must be learned and developed. Learning to see meaningfully takes longer than learning to walk or talk. The first big experience begins when a child starts to school, and the learning experience continues in varying degrees throughout life. Distorted distributions of light can cause faulty visual communication resulting in retarded learning or even mislearning. Research has shown also that wrong lighting has a detrimental physical effect on growing children.

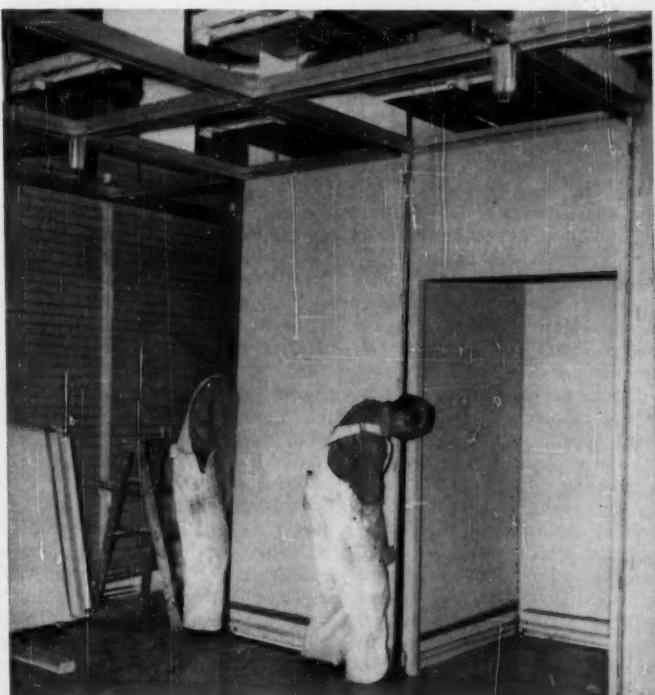
We might say that wrong lighting creates "static" on the visual communication channel, and retards learning.

It is now possible to calculate visual information through the mathematical concepts developed by Claude Shannon of Bell Telephone Laboratories. This technique is directly applicable to visual communication and learning.

There is a proverb, commonly credited to the Chinese, that a picture is worth 10,000 words. I have wondered how they arrived at that figure instead of, let's say, 6849 words? Also I have wondered whether that "Chinese" estimate of the worth of a picture might not have been planted *really* by the publicity department of our American

Photographers' Association. But, regardless of who started the proverb, the worth of a picture can be established with this new tool devised by Shannon.

The technique gives us a new concept on which we can base lighting designs for classrooms, designs that will leave the child's visual channels wide open



### SPACE FLEXIBILITY FOR THE SCHOOLS

Workmen are here attaching movable wall partitions to the acoustical baffles suspended from fluorescent lighting channels that run under the ceiling. The result of the construction details shown is a combination of lighting (a light diffuser will be attached horizontally to the baffles), air distribution (through tiny holes in the acoustical baffles), fire control (the sprinkler heads are also suspended from the baffles), and space flexibility. In this installation the module is four feet, allowing for quick arrangement in any combination of four.

\*Adapted from an address given at the Convention of the Association of School Business Officials, Washington, D. C., October 10, 1956.

**"It is better economics to use better paint, better lighting equipment, and better daylight controls than to invest . . . in unproductive footcandles."**

for the maximum transfer of information. This is not the place to expound further on the visual communications theme. But I assure you that what I present beyond this point is confirmed by the Shannon findings.

**Good School Lighting**

The answer to the question "How many foot-candles?" is usually a balance between cost, current practice, and research recommendations. The number of foot-candles may have very little to do with good lighting. Some of the worst installations are high in foot-candles.

It has been demonstrated that 30 foot-candles of *properly controlled* light can produce visual acuity on a par with the see-ability possible with 50 foot-candles of only partly controlled light. Sufficient illumination in foot-candles comes as a natural result when provisions have been made for the right distribution of illumination and modeling shadows. An illumination of 30 to 50 foot-candles on the desks is economically possible, and has been proved to be an adequate minimum.

It is better economics to use better paint, better lighting equipment, and better daylight controls than to invest the school dollar in unproductive foot-candles.

The basic concept of good lighting design has not changed in more than 30 years. The indirect lighting of the 1920's evolved into luminous-indirect, then large areas of low brightness, and the translucent ceilings of the fifties, all of them aimed at increasing the size of the light source area, thereby decreasing the brightness at any point.

The large-area, low-brightness concept calls for daylight control in the form of venetian blinds or directional glass block by which daylight is redirected to the ceiling. In this concept the whole room becomes a part of the lighting equipment. Electrical light and daylight are distributed uniformly to every surface in the room. Then, in varying degrees, each surface reflects and redirects light. Even the floor is an important part of the lighting system. This calls for moderately high reflectance on ceilings, walls, floor, and desk tops, and the right choice of wall colors can give a "lift" to the room's occupants.

The best way to identify good lighting is *not* to look at the equipment, but to work for several hours in the area which it illuminates. During that time take note, or have someone else notice,

any changes in your posture due to subtle distractions of brightness or other factors in the lighting or room environment. And how do *you* feel? Remember that daylight changes from hour to hour and from day to day. Therefore early morning and late afternoon sunlight must be controlled. Ideally there is no demarcation where daylight leaves off and electrical light takes over.

**Which Types for New Schools?**

Prompted by rising costs of school construction, architects are designing many new schools with ceiling heights of eight or nine feet instead of the old 12-foot ceiling. This checks the use of two rows of suspended fluorescent lighting units, because the lower ceiling height does not allow the 2-foot suspension from the ceiling that formerly was conventional for good light distribution. In these lower rooms three rows, closer together, may be needed to provide uniform distribution of the light.

Another type of construction that is on the increase is the exposed bar joist. It limits the use of lighting equipment which is designed to project most of its light upward.

Today's integration of building components leads naturally to consideration of the translucent (luminous) suspended ceiling. It provides a ceiling of uniform low brightness, and it is a *finished* ceiling. Above it no finishing other than painting is necessary, and ducts or other service equipment can be run where their installation is most economical. Noise controls and air distribution can be combined with the lighting to provide three services from the luminous plane.

With wall-to-wall luminous ceilings it is now possible also to provide space flexibility in the room by attaching movable partitions to the suspended ceiling grid on a predetermined module.

The "floating" luminous ceiling which does not touch the walls is available in standard sizes. An 18 by 28-foot suspended ceiling of this type may be used in a 22 by 30-foot classroom. Because the sizes are standardized, they can be selected for a series of rooms, just as rugs would be selected. In this type the cost of installation is reduced by about one third because no advance drawings are needed and there is no cutting and fitting around pipes, columns, cupboards, or other irregularities in the upper walls. With lower costs of mass production back of it, this type can be installed for about the same cost as two rows of conven-

tional suspended fixtures and the cost of finishing the structural ceiling.

**Light Sources**

New light sources point the way to simpler lighting systems. The new high-output fluorescent lamps give twice the light of the old ones. The electroluminescent light source shows promise. Already its lamp efficiencies are in the order of that of the incandescent lamp, this in a sandwich of glass, phosphor, and aluminum which is simple in construction, though complex in the theory back of it. Even radioactive light sources that require no electrical supply are now being tested.

As to electrical power, in recent commercial lighting installations the frequency has been converted from 60 cycles to 400 or 840 cycles. There are economies involved that are likely to attract more and more attention to high-frequency, particularly to the costs of installation and operation of the three major installations in this country.

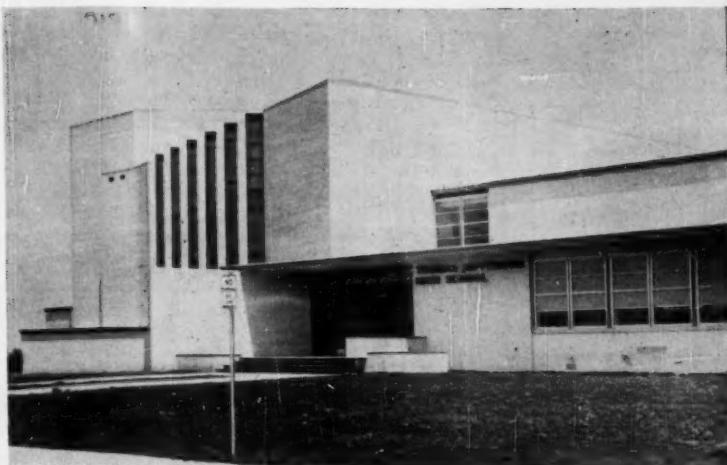
By increasing the frequency the conventional brick-type ballast can be replaced by a simple capacitor, not as big as a package of cigarettes and weighing little more than that. Distribution wiring and fixture wiring are simplified. Ballast heat and noise are practically eliminated. Operating costs can be 10 to 30 per cent less. The initial cost of a high-frequency system, providing power for 20 rooms or more, is about the same as the 60-cycle system. Even though it is a reality, at this stage of development a high-frequency system is something for the school of tomorrow rather than 1956.

There is another component of the luminous ceiling that should be included in a look into the future. New plastics that do double duty as light diffusers and sound absorbers are now being used in pilot installations. They are at about the same stage now as the high-frequency system, proved and ready to be improved.

**We Learn by Doing**

These are some components of lighting that may be expected to provide better environments for learning. Just as the child must learn how to see meaningfully, we who are in illumination engineering constantly try to see meaning in every new lighting development. We hope and believe that our increased understanding of what we see will make better places of the schoolrooms where our children are living to learn.

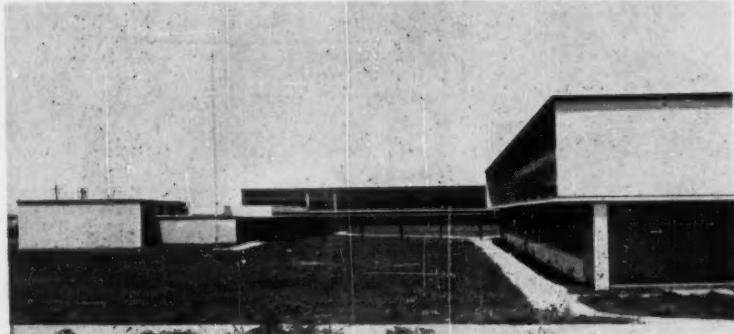
Planned as a pattern for future schools, Dallas constructed its 12th secondary plant as its "first great comprehensive public high school" . . .



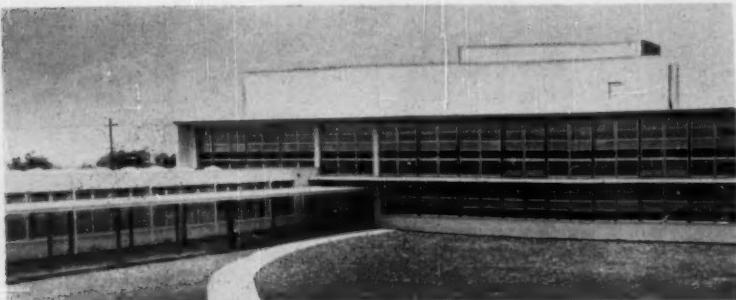
## *Thomas Jefferson High School*

**FRANKIE WAITS**

Dallas, Tex., Schools



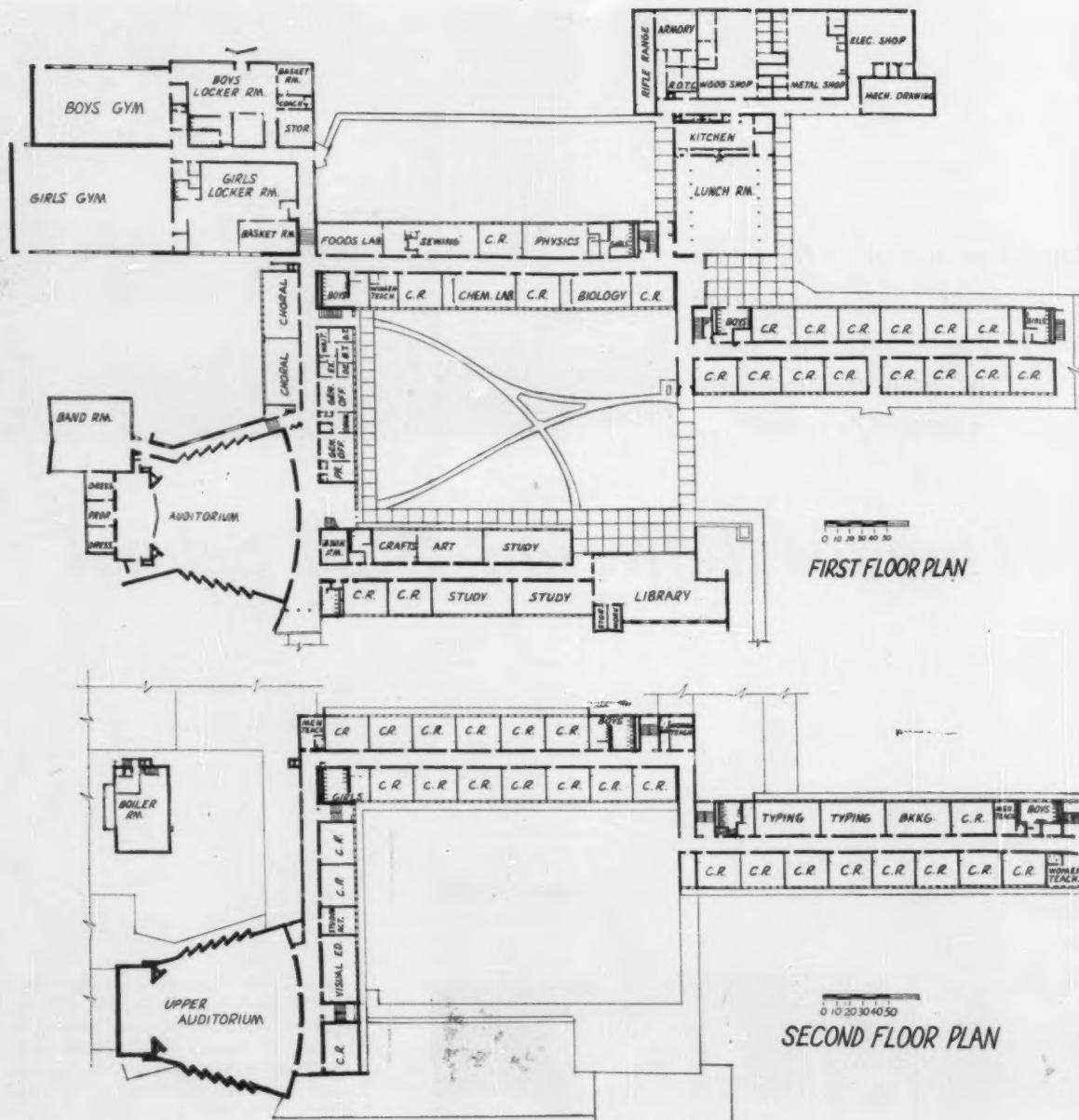
Views of the rear exterior (below) and the inner court (above) of the Thomas Jefferson high school, Dallas, Tex. — Goodwin & Cavitt, architects, Dallas, Tex. Mark Lemmon of Dallas was consulting architect.



From 1949, when the nationwide school-building pinch had a tight grip on Dallas, board of education members and Superintendent of Schools W. T. White, had a highly uncommon interest in a big cornfield eight miles northwest of the city's center.

In the next three years, school census figures began to certify what the educators had suspected: in four years the field would be a population center — one of the city's largest and fastest growing. In 1952, the board of education bought the cornfield for \$131,727, a good price at \$3,060 an acre. Two years later architects began to design the city's twelfth public high school.

When the two-story, \$2,182,603 Thomas Jefferson High School opened its doors, it was surrounded by a new community: proof that the census figures of seven years before had not lied. The cornfield represents one phase of the years-ahead planning schedule which the Dallas public school administration has needed to serve a city where two classrooms full of babies (62) are born every day.



The first and second floor plans of the Thomas Jefferson high school, illustrating its modified finger plan layout and its arrangement of art, science, commercial, vocational, and administrative areas.

### The Building

Jefferson was Dallas' first "great comprehensive public high" says board of education president Dr. Edwin L. Rippy. And future high schools will be cut from the same educational pattern though the architectural design and colors may differ.

It was constructed at a cost of \$13.88 per square foot or 85 cents per cubic foot. This amounts to about \$900 per pupil in building costs for the high school, and

one of the lowest in the nation.

"The building is equipped," explains Dr. White, "to give extensive training in arts, sciences, comprehensive shop and prevocational work as well as academic study."

The 171,750 sq. ft. of the building cover  $7\frac{1}{2}$  acres of the mentioned 43-acre site. Four softball fields, a football field, a baseball diamond, one battery of four separate tennis courts, a ROTC parade ground and practice field will cover the remainder of the acreage.

Designed in a finger-type pattern, the auditorium was placed at the front entrance (southwest), the shops at the northeast, the band and choral rooms on the west, and the gymnasiums on the northwest—all isolated from the academic areas which are on the south, north, and east—and all near outside entrances of their own.

The school has 45 classrooms, all lined with windows on either the north or south, and topped front and back with glass

panels fitted above the walls for extra light.

In addition, there are one mechanical drawing room; metal, wood, and electrical shops; two typing and one bookkeeping rooms; four student-activity rooms; a ROTC armory and rifle range; eight faculty lounges; three study halls; biology, physics, chemistry, and general science laboratories; a homemaking suite; two raised-platform-type choral rooms and a band room; foyer lounges; and the principal's suite.

The girls' gymnasium has folding bleachers for 500 spectators, and both this gymnasium and the smaller boys' gymnasium have a wall of plastic glass panels, unbreakable and nonglare.

The auditorium seats 1550 persons; the lunchroom can handle 700 students at one time; and the library has sufficient shelf space to hold 50,000 volumes.

#### Construction Materials

The building has a basic concrete-frame construction with cream-colored face brick,

plaster partitions, asphalt-tile floors, and glazed-tile trim in the corridors, kitchen, showers, toilets, and around the lower edges of all classrooms. The school is almost 100 per cent fireproof; in the gymnasiums, where hardwood maple flooring was used, a fire wall separates the area from the rest of the building.

Unit ventilators in each room blow fresh, warm air in winter months. Windows in aluminum frames can all be raised. In the auditorium, mechanical ventilation is used and the big room is heated by ducts.

A bright, airy atmosphere is provided in Thomas Jefferson due, in part, to the clever use of indirect, recessed incandescent lighting, as well as bilateral lighting with louvers and plastic skylight blisters.

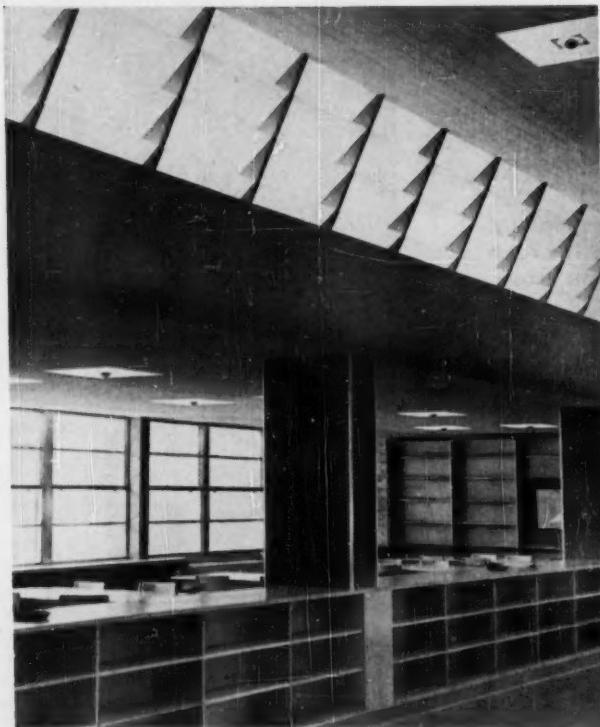
Sand tan is the dominant inside color, but bright greens, reds, and yellows are used artistically for a pleasing effect. Lockers, walls, and tile are of a modified tan which blends with the exposed bricks and walnut paneling. Stripes of red between

windows and blocks of blue-green porcelain enamel below second-story windows with terra-cotta edges on 6-ft. overhangs provide a contrast in color for the outside of the structure.

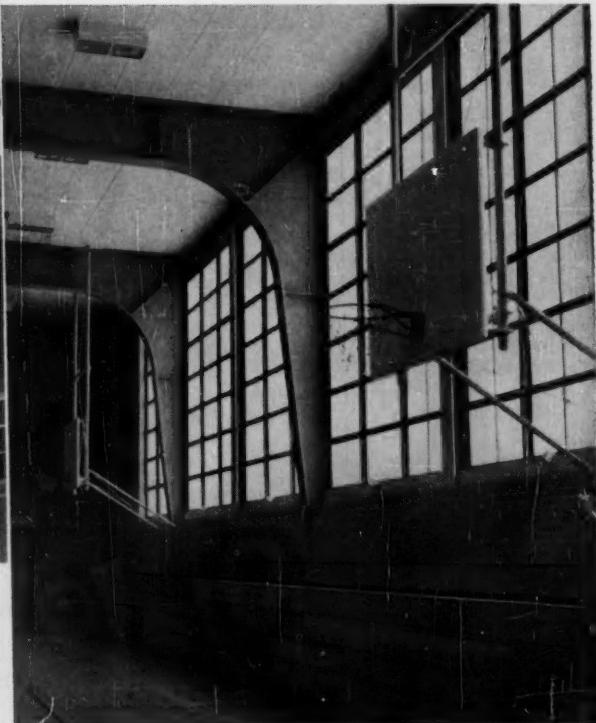
#### One Phase of the Dallas Program

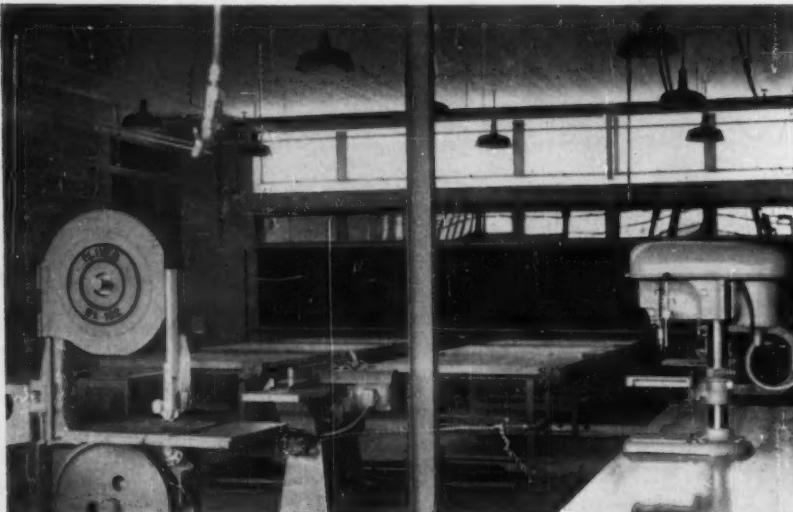
The nine-member Dallas board of education was particularly interested in Jefferson High School as a near-perfect modern school, because the board and its staff planned the plant as the pattern, with improving modifications, for future high schools in the city.

Acting as a building committee of the whole, the board continually checks sites and all phases of school planning with Dr. White and his staff. Preliminary working drawings and final plans are always outlined to the board and staff at regular, public meetings. With a nine-year construction boom just reaching a crescendo in the Dallas Independent School District, schools are held to their budgeted amount. For high schools, the board allows a maximum



The library (above) has three types of lighting, a scored acoustical tile ceiling, and acoustically treated plaster walls. The girls' gymnasium (right) has bleachers for 500 spectators that fold against the brick walls under the non-breakable windows.





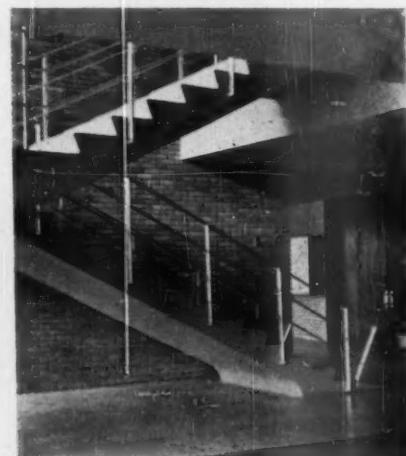
A view of the wood shop in the industrial-arts and pre-vocational training areas. The room features numerous air hoses (hanging from ceiling) which facilitate cleaning of table tops and desks.

construction cost of just over \$2,000,000; for junior high schools, about \$1,300,000; and for elementary schools, \$560,000 to \$600,000.

In the past 11 years the school system has spent \$71,300,000 for 46 new schools of all types and the land for them.

Thomas Jefferson's lunchroom has a 700-person capacity, is streamlined for speedy, but restful lunchtime. The room is lighted by indirect incandescent ceiling units plus bilateral natural lighting.

Below is a view of one of the five stairways of "hanging" concrete steps and aluminum rails that lead traffic to the second floor of Jefferson high school. This front entrance stairwell is surrounded by walnut panel auditorium doors, exposed natural brick walls, tile floors, and plaster ceilings.



With modifications for site adaptation,  
Muscatine, Iowa, built —

# Four Schools from a Functional Plan

A. A. JOHNSON

Superintendent of Schools  
Muscatine, Iowa

Prior to its present building program, Muscatine, Iowa, had built no elementary school buildings since 1926; hence, there was a great need of classroom space.

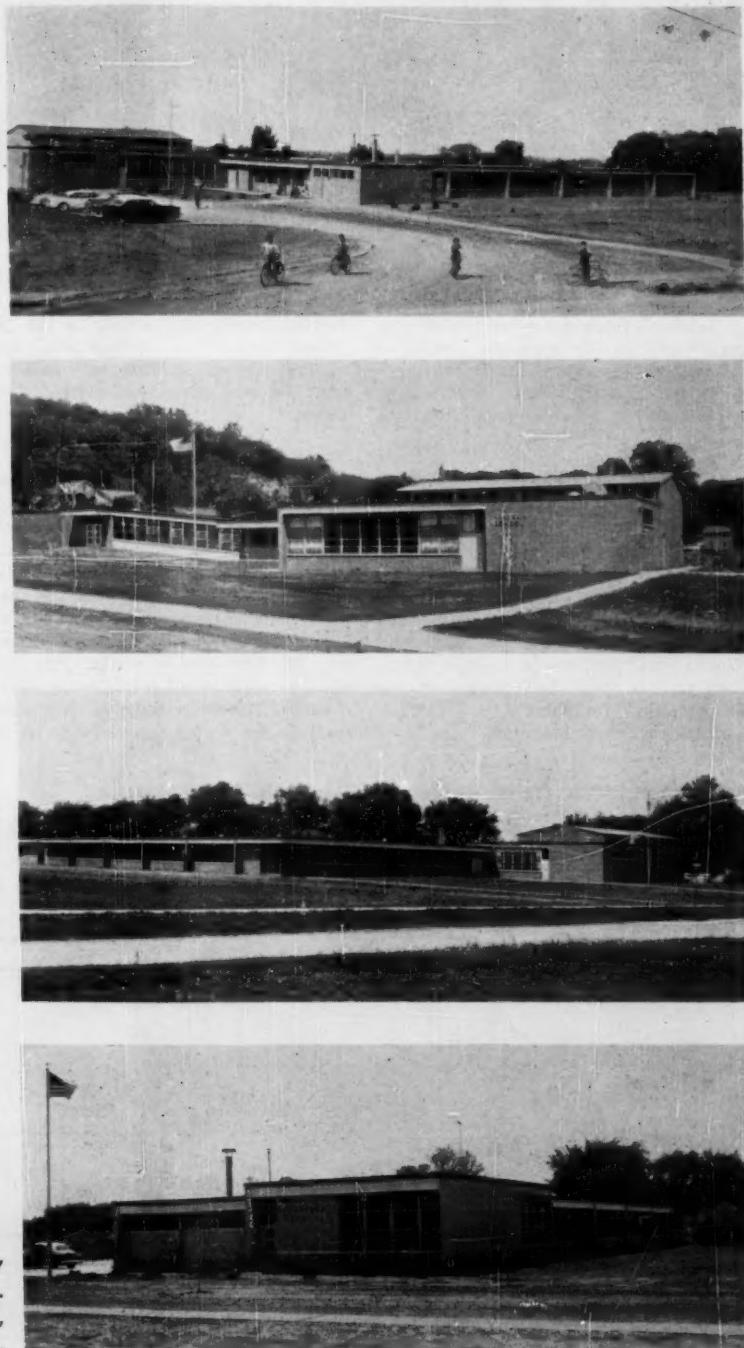
Our first step was to make a survey of the local situation. In this the University of Iowa participated. In the survey a master plan was presented, based upon our present needs and future needs so far as they could be determined by a projected enrollment. It was not our intention of doing the full job at one time; however, we did take on a large segment of it.

We were greatly helped by a citizens' committee of 67 members. We organized meetings in all parts of the city at which our needs and plans were fully presented to the citizens of our community. As a result of this program our bond issue carried by a vote of 82.4 per cent.

Our needs in building sizes, etc., had been established by our survey. Our next step was to determine the kind of construction, the kind of classrooms, and the auxiliary rooms which were needed. Here we called upon the experience of our teaching staff. A questionnaire was presented and simplified drawing plans encouraged so that each elementary teacher could present their ideas. The response was good.

## Classrooms

After much discussion based upon our needs, the classroom floor area was established as 30 by 30 ft. We felt that these dimensions would meet our needs and also keep us within anticipated costs. Our teachers wanted adequate storage space, such space to be especially designed to meet our needs. The drawers of the cabinets were to be of a size to fit the pupils' work. Some of these cabinets as built are movable to facilitate a mobile type of room activity. Each room has its own sink, and the primary rooms have individual



Exterior views of the four elementary schools in Muscatine's building program.

From top: Grant, Franklin, Garfield, and Madison.



A typical primary grade room (left) and play room (below) in one of Muscatine's elementary schools



toilet and rest rooms. The ventilation in each room is manual-controlled so that the teacher can turn the ventilation system off and on. We were very careful to place doorknobs, mirrors, blackboards, tack boards, and pegboards on the pupil's level. In short, the rooms were designed to meet the pupil and teacher needs.

#### **Single-Loaded Corridors**

The architects, the board of education, and the teachers felt that single-loaded corridors would meet our needs better than a double-loaded type of plan. As a result, all direct light into the classrooms comes from the north. Our indirect light comes from the south by way of the corridors.

Each classroom has a built-in track above each window for sliding curtains. This, of course, facilitates the use of each classroom for visual education.

We also have exterior doors in the corridors opposite every two classrooms, giving the pupils easy access to the playground area. This arrangement makes rotating free-play activity easy to administer and cuts down pupil noise and confusion.

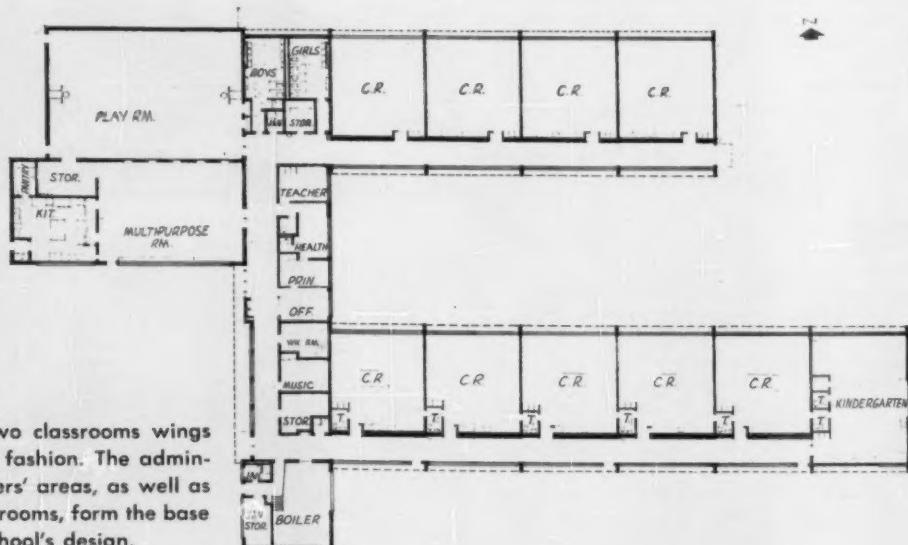
#### **Special Rooms**

Special rooms include a health room, a teachers' lounge, a teachers' workroom, a principal's outer office and a counseling office, and a music room. In each case we were careful to see that we had sufficient storage facilities. In addition to the above, we have an all-purpose room which is used for library, PTA room, special film room, etc. We also have a special play room which is used by all pupils on a rotating schedule. This latter room receives almost constant use during school hours as well

as before and after the school day. The area comprising the all-purpose room and the playroom may be closed off from the rest of the building by sliding doors. This makes it possible to turn over keys to Scout masters and others who often have evening meetings for their particular interest groups. In this way adults and children do not have access to the classroom section.

#### **General Comments**

Our new buildings have acoustic treatments throughout. This we think is very valuable. The ceiling squares are loose and are easily replaced or removed. Our plumbing pipes are above the ceilings and therefore easy of access. We use hot water for heating, feeling that in a one-story expanded type of building we receive more uniform heat coverage with hot water.



A typical floor plan has two classrooms wings in a single-loaded corridor fashion. The administrative, health, and teachers' areas, as well as the multi-purpose and play rooms, form the base of the "U" of the school's design.

**A price-per-item account of a school  
refurbishing program . . .**

## *New Schools for Old*

**JOHN GREENHALGH, JR.**

Co-ordinator of Business Services  
Warwick, R. I., Schools

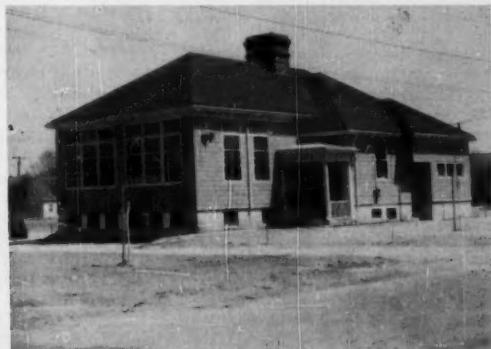
This article has been written to aid other communities faced with the seemingly insurmountable task of providing the best possible physical plant regardless of the age of the existing buildings. The methods used, and manner and sequence of operations were arrived at through basic reasoning concerning the economic and physical limitations. Little research was available to guide us.

Warwick, R. I., has a school population of 11,500, which, in itself, is not startling when one considers the approximate 60,000 residents of this community. The startling phase of this is evident when one considers the year 1948 when we had but 6065 pupils enrolled in our schools and approximately 33,000 residents. To compensate for this growth of 27,000 people and 5435 students in seven years, nine new elementary schools containing 117 classrooms and a 1500-student-capacity high school have been constructed. These elementary schools created a special problem, however, in that 3386 students were attending these modern, well-designed structures, while 3397 others were attending 17 old buildings, some of which were constructed at the turn of the century. Schools were not constructed then as they are today, due largely to a changing educational program and recent developments in building materials.

Some of these old buildings contained: corridors and stairs 15 ft. wide, 50 linear feet of a slate blackboard per room, 15-20 foot-candles emanating from bare incandescent droplights, stamped metal ceilings



Two exterior views of older schools in the Warwick, R. I., system. The illustration above offers a close-up of the new asbestos siding and aluminum combination windows installed on a forty-year old elementary plant. Below is shown a completely remodeled two-room school.



A view of the lavatory conditions in one of the older schools in Warwick, R. I., showing the terrazzo floor and the glazed tile walls that will mean better sanitary conditions and less maintenance cost.

13 ft. high, 4-ft. square windows (too heavy for a student to open), combustible wooden siding, gravel play areas, wire-cage wardrobe facilities, row on row of firmly anchored cast-iron and wooden furniture finished in school brown, and dimly lit corridors and lavatories. And many of the rooms contained the familiar sepia print of the Coliseum.

Parents of youngsters attending these older buildings paid the same rate of taxes as those whose children attended our newest buildings. The teachers in these buildings were as well trained and professional as the teachers in the newer buildings and were seemingly entitled to the same desirable educational environment. After much deliberation by the school administration, the school committee, and the personnel involved, and with the mounting concern of parents, newspapers, and even students, a plan of action was devised.

#### **Special Election**

On June 9, 1955, a special election was called to decide among other things, "Shall the City of Warwick issue bonds in an amount not exceeding \$314,000 for the purpose of modernizing and repairing 17 older school buildings, replacing obsolete equipment and installing sprinkler systems?" As is the case with most special elections, where no political issue is at stake, a very small number of registered voters attended the polls. Only 23 per cent or approximately 6500 of a possible 28,500 registered voters turned out. Of these, 3934 voted affirmatively while 2672 did not think the idea of refurbishment of these schools wise. Undoubtedly other factors such as giving all the children the best educational environment possible and the teacher morale of those forced to teach under these conditions were influential in receiving the voters approval. It is conversely reasonable to assume that many of the dissenters had no children and placed more value on their purses than the education of the community's youth.

Now the project gained impetus as each area of these schools was examined jointly by the director of buildings and grounds, the supervisor of elementary education, and the superintendent of schools. These three concerned themselves respectively with the structural technicalities, graded educational environment, and broad administrative and educational policies. Major structural changes were not thought feasible in most cases because the expense involved carefully weighed against the life expectancy of the buildings. Eventually, when our elementary school population will reach its peak and then gradually decline, it will be possible to systematically eliminate these structures and keep our modern fireproof, community-centered buildings. In some of the buildings, the ends of wide corridors were partitioned to serve as small library areas, teachers' rooms, or testing centers.

#### **Provision for Safety**

Safety received the first consideration, inasmuch as 11 of these buildings were of wood-frame construction and without adequate fire protection. For \$73,476.94 we acquired through competitive bidding 11 modern, automatic, dry-type sprinkler sys-

tems connected to the city-wide fire-alarm system. It was during the preliminary inspection and appraisal of the buildings that we found some fire alarms connected only to the principal's office, some only to the neighborhood fire station, and some to city alarm boxes mounted outdoors. With the completion of these systems our annual fire insurance premiums on the buildings will decrease approximately \$2,000. It would appear that it would take almost 40 years to realize any saving on this venture unless one considers the protection offered the children and the replacement cost of these buildings which this sprinkler system might help to save.

Next, with our maintenance personnel doing the work, 60 assorted-size classrooms received 342-louver commercial fluorescent fixtures, purchased through competitive bidding at \$29 each. One hundred and twelve ceilings next received some sort of acoustical treatment. Where a stamped metal or cracked plastered ceiling existed, the entire area was covered with acoustical tile. Where a good ceiling existed we applied acoustical tile "two and two" (two rows around the edges of the ceiling and two rows around the upper walls of the room). This effectively cushioned the sound at a fractional cost of tiling whole ceilings (\$175 vs. \$300).

Bids were requested for 12,500 sq. ft. of porcelain-on-metal green-faced chalk boards. This amount approximated 32 linear feet of chalk board per room. Here again, the life expectancy of the classrooms had to be weighed against the depth of the refurbishing project as new aluminum molding and chalk trays were weighed against the possible utilization of the present wooden trim. After consideration of preliminary estimates it was decided to utilize the present wood trim and merely to cement the new chalk board in place by removing and replacing the quarter-round molding. The final contract, however, was for \$23,793. All slate over and above the 32 linear feet per room was removed and replaced with tack board by our own maintenance personnel at 12 cents per square foot.

Furniture presented a special problem in that we had 55 rooms containing 1529 units of fixed furniture. Of these, 684 had excellent book boxes and seats. For \$11.04 each we purchased 684 universal frames and converted these units with our own maintenance crews for a labor cost of \$1.67 per unit including sanding and refinishing. Six hundred and nineteen new desk units with plastic tops were purchased for \$26.93 each through competitive bids, as were 118 two-student "airplane-type" units for the lower grades at \$20.95 each. To serve our instructional method, we acquired 60 round reading group tables at \$26.30 each. To go with the airplane-type tables and reading tables we acquired 306 wooden and tubular-steel chairs at \$5.96 each.

#### **Floor Remodeling**

As these buildings became completely equipped with movable furniture, it was possible to lay asphalt-tile flooring in all the rooms, and under the same contract to include the tiling of corridors and the installation of rubber stair treads. Tiling

costs ran rather high at some of the schools, because a floor leveling compound had first to be applied to overcome the warping, shrinking, and bulging of the old wooden floors. Nevertheless, for a total price of \$38,356.96, divided among four low bidders, all floors were covered with new, smooth, durable, and pleasing asphalt tile. In several of the schools a strong unmarred battleship-type linoleum covered the floors, but with the removal of the fixed furniture, lanes of bare floor were exposed. It was not a difficult task for the contractors to match and patch these lanes with strips of like linoleum, thereby causing us some saving.

Due to our usually severe winter and wind conditions, it was deemed wise to purchase 206 aluminum combination-type windows for 11 of the buildings. These were acquired for \$8,602, which included screens for one school where an unusual insect problem persisted. Screening was not thought necessary in the other buildings because of the very short fall seasons of warm weather when schools are in session, and the added expense of repairs due to vandalism.

At four of the buildings, the yard area was either unfenced or enclosed with old and dangerous wooden fences. For approximately \$1.40 per linear foot installed, we acquired 1130 ft. of chain link fence on the basis of low bids.

Asbestos siding was applied to the exteriors of three of the buildings for \$4,496. This amounted to \$746 for a two-room school, \$1,838 for a seven-room school, and \$1,912 for a nine-room school.

Approximately \$12,000 was charged to this account for labor performed by our own maintenance personnel. This was consumed by such things as painting rooms at \$300 each, installing the fluorescent fixtures, mounting the fixed furniture parts on the new mobile frames, etc.

Eleven of the buildings had no hot-water service, so for \$4,678.75 we arranged to have a heater placed in the boiler room of each school, with piping and fittings extended to the teachers' rooms, lavatories, and wash fountains.

#### **Preliminary Estimate Guide**

All of the afore-mentioned prices were current, and all work done by contractors in the amount of \$1,000 or more was let on the condition that craftsmen were to be paid the prevailing per-diem wages in accordance with state law. This may have raised costs slightly, as in some instances the low bidder could not, by law, receive the award.

Perhaps there are other communities faced with similar responsibilities of maintaining older structures in a safe and educationally sound state. These facts and figures should aid your preliminary estimates.

Now that we have about completed these repairs (most of which were let on bid while school was in session and were completed during the summer vacation period) we shall be in better position to evaluate our efforts in September by the educational efficiency of the plants, the good feeling of the community, and the morale of teachers and pupils within these buildings.

# SCHOOL BUSINESS OFFICIALS MEET IN WASHINGTON

. . . and announce the completion of a Manual of Financial Accounting  
. . . the initial steps in developing a similar Purchasing handbook . . . and the plans for incorporating the Association

Important progress in three areas of its work was reported at the 42nd annual convention of the Association of School Business Officials of the United States and Canada, held at the Sheraton Park Hotel, Washington, D. C., October 7-11, 1956.

The Research Committee on Accounting reported that the long-awaited Manual of Financial Accounting and Statistics, developed with the co-operation of the Association by the U. S. Office of Education, had been completed. The Research Committee on Purchasing reported the initial steps in the development of a National Manual, or handbook, on School Purchasing and Stores, and the preparation of a supplementary handbook or collection of specifications of widely used school equipment and supplies. A third important action of the organization was the approval of a program for incorporating the Association in the state of Illinois.

The convention arrangements were handled with the usual dispatch. A pall of sadness was thrown over the first meeting when the sudden death of President J. Wilbur Wolf, on September 29, was announced. Vice-president Andrew J. Hutson, Jr., who presided, very wisely read Mr. Wolf's Presidential Message and carried through to the letter the arrangements made by Mr. Wolf for the special handling of the business of the Association. The new executive secretary, Dr. Charles W. Foster, handled endless details of the meeting as though he had been in the office for many years.

The city of Washington, with its magnificent public monuments and other places of national interest, provided numerous distractions for the members and their ladies. It must, however, be said to the credit of the Association that all of the meetings were exceedingly well attended.

## The General Sessions

The Association of School Business Officials is an outcome of steps taken in 1915, by the U. S. Office of Education, the Statistical Division of which at that time desired to set up a national plan for school financial accounting which would make possible comparisons of the reports prepared by city and rural school districts and by state school departments. A group of five school board secretaries was called to Washington for a conference, and out of this grew the idea of an Association of School Accounting Officers. An independent organization was formed two years later at Memphis, Tenn. From this small group has grown the present Association, which includes some 1500 school business

## HUTSON NAMED PRESIDENT

"Andy" Hutson, assistant business manager of schools at Knoxville, Tenn., was named president of the ASBO. Due to the sudden death of President J. Wilbur Wolf, Omaha, Neb., just before the Association's convention, he assumed office at the convention. Mr. Hutson will serve during the remainder of 1956 and throughout 1957.

Mr. Elliott C. Spratt, chairman of the ASBO exhibitors, and vice-president of the Hillyard Sales Co., St. Joseph, Mo., greeted the convenees for the exhibitors.



Elliott C. Spratt



Andrew C. Hutson, Jr.

managers, accountants, school purchasing agents, school plant administrators, etc. The early meetings were limited strictly to school business matters and the development of better accounting techniques. The only consideration of school business administration as a service for improving the instructional function of the schools was to be found in the addresses of Dr. George Gerwig, secretary of the board of education at Pittsburgh, Pa., who insisted that the business conduct of the schools must be based on a philosophy which placed the educational tasks of the schools ahead of all other considerations, to better enable the professional school heads and the teachers to achieve the true purposes of the American public school system.

It is interesting to recall that at the fifth meeting, held in Des Moines, Iowa, one lone salesman, George Reed, representing the Joseph Dixon Pencil Co., accidentally wandered into the meeting and was politely asked to retire. The chairman felt that the school business officials, who were then as now responsible for the direct placing of purchase orders for school supplies and equipment, should not be influenced in their policies or procedures by any immediate contacts during the Convention with school supplies salesmen. The change in the policy of the Association since that time may be appreciated when it is said that in Washington, 85 firms were represented with exhibits, and more than 400

salesmen and service managers for the school departments of the exhibitors were present. It was pointed out at several of the meetings that the exhibits have become an essential part of the annual convention and the educationally valuable services of the salesmen who were present is widely recognized.

## President's Recommendations

In the course of his Presidential Address, read by Mr. Hutson, President J. Wilbur Wolf recommended:

"We are gearing our organization to get into the field of research as quickly as finances, staff supervision, and selective subject matter will permit. There is no need to duplicate research projects being handled or having been handled by others nor to initiate an insignificant study simply to get credit for having published another research bulletin. A careful and scientific selection of subject matter that will best serve the majority of our members is the proper course to follow. If we are successful in promoting and interesting a large number of our exhibitor business firm friends to take out a field or sustaining membership, all funds received from dues from this membership category should or shall be earmarked strictly for research studies properly chosen and approved by your executive committee. If we select a research subject of unusual interest in the field of school business management that would have nationwide or



### ASBO PAST PRESIDENTS ATTEND LUNCHEON

Shown at their annual luncheon are many of the past presidents of the Association of School Business Officials of the United States and Canada. Seated, left to right, are: Francis R. Scherer, Rochester, N. Y.; Edwin C. Nelson, Hartford, Conn.; John W. Lewis, Baltimore, Md.; and Sam S. Dickey, Lakewood, Ohio. Standing, in the same order: Frank J. Hockstuhl, Jr., Bloomfield, N. J.; H. C. Roberts, Sioux City, Iowa; E. P. Williams, Fort Worth, Tex.; C. H. R. Fuller, Toronto, Ontario, Canada; Arthur A. Knoll, Long Beach Calif.; Robert W. Schafer, Cincinnati, Ohio; and Herbert S. Mitchell, San Bernardino, Calif.

international significance, we should earnestly solicit and receive financial assistance from one of the Foundations that is interested in promoting sound operational principles in the business management of the schools of Canada and the United States."

In discussing the professionalizing and upgrading of school business officials, Mr. Wolf called attention to a school business workshop, which will be held in 1957 at the University of Pennsylvania. The officers of the organization are seeking to interest other universities in bettering school business administrative methods and a special committee of the Association is working to interest graduate students in making studies of special problems of accounting, purchasing, etc.

#### Round Tables

The cafeteria round table Tuesday evening, chaired by Charles N. Zellers, deputy superintendent of Washington, D. C., considered various aspects of the school lunch program. A show of hands of the approximately three dozen who attended indicated that a good majority of the school lunch programs represented were self-sustaining (no direct appropriations were needed for supplies and salaries); had no direct levy charges made to their cafeterias for heat, utilities, and custodial services; did not serve candy, soft drinks, or chocolate milk; owned their own ice cream machines. Few experiments were reported with milk dispensing machines. Many commented that their districts were seeking ways to integrate the cafeteria into the educational program of their schools.

At Wednesday morning's general session, after a brief choral entertainment, the following officers were elected: Andrew C. Huston, Jr., Knoxville, Tenn., *president*; J. Harold Husband, Grosse Pointe, Mich., *first vice-president*; P. M. Muir, Toronto, Canada, *second vice-president*. Herschel S. Brannen, Houston, Tex., was re-elected *director* and Everett Zabriskie, Nutley, N. J., was elected *director*.

As the Association of School Business Officials was predicted to reach a membership of 2000 before January, 1957, the resolutions committee reported the advisability for the

association to be incorporated. Other resolutions, reported by the chairman of the committee, Wesley L. Brown, Winnetka, Ill., included memorials to J. Wilbur Wolf and to all deceased members, the establishment of a permanent convention committee which would evaluate the worth of the individual discussion groups and the general sessions, and seek ways to attain greater audience participation and interest. A hope for continued co-operation with other educational associations, as had been evidenced in the preparation of the basic accounting guide, was also expressed.

#### Registration Grows

A recommendation of the executive committee to establish honorary memberships for Harley W. Anderson of Kalamazoo, Mich., and Frank J. Hochstuhl, Jr., of Bloomfield, N. J., an executive committeeman of the association, was adopted.

The registration of the convention, as of Wednesday's general session, was reported by Charles W. Foster, executive secretary, to be 1543. An additional 440 exhibitors attended.

Highlight of Wednesday morning's meeting, entertainmentwise, was the appearance of Captain Richard B. Black of the U. S. Navy, a surveyor and assistant scientist who accompanied Admiral Richard Byrd on several of the latter's expeditions to the Antarctic. Reporting on the United States' part in the international "Geo-physical Year" which will see many nations stressing geographical and physical explorations, Captain Black discussed our "all-out assault on the Antarctic . . . the world's last unexplored continent." Slides and reels captured the flavor of life—the dress, customs, and types of housing necessary to survive—in the Antarctic. A film of Admiral Byrd's 1940 voyage contrasted the differences in exploratory techniques then and now, with heavy machinery, airplanes, etc., quickening the pace of discovery.

#### New Building Materials

R. D. Schoales, architect of London, Ontario, Canada, in the Maintenance and Operations section meeting of Wednesday afternoon, considered built-in maintenance: the correct selection of materials to produce the

most economical type of building. The timing of tenders for construction bids as far as weather and local work-on-hand conditions go is important, as is the administration of wages and process supervision of the building construction. The materials used in building construction are perhaps the most important consideration for building economy; judicious site selection is also vital to the economy of the school building. The lively floor debate that followed Architect Schoales' remarks discussed the economy of terrazzo versus asphalt tile flooring; one versus two-story construction in various geographical areas, etc.

Wednesday evening, the annual banquet of the convention was held in the Sheraton Park's Grand Ballroom. Featured speaker was the Hon. J. Sinclair Armstrong, chairman of the Securities and Exchange Commission. He spoke briefly on the history of the SEC and its jurisdictions, relating the problem of financing schools to the municipal and corporate bond picture in the United States as a whole. Classroom growing pains have brought about serious financial problems, Mr. Armstrong contended, as an immense number of bonds has been thrown upon the market. Besides business bonding, the competition of highway, utilities, and other municipal markets with school bonds has increased sharply. The funds for these bonds must come from the savings of the American people, and, to draw out these funds, it is essential that the capital markets be sound. It is here, Armstrong concluded, that the supervisory role of the Securities Exchange Commission, providing confidence in the securities market, becomes vital to the school.

Thursday morning's general session received the reports of the sectional meetings. Considerable success in the accounting phase of the meetings was reported by Joseph P. McElligott of San Francisco who said that the purpose of the meeting was to resolve problems of the newly devised handbook, emphasizing implementation of the book in all school systems. Preparation of a similar handbook in the areas of purchasing and stores was the thought of the purchasing meeting as suggested by chairman G. Alvin Wilson of Oak Park, Ill.

Announcement of convention cities was made for: 1957, Roosevelt Hotel, New Orleans, La., Oct. 20-24; 1958, Statler Hotel, New York, Oct. 5-9; 1959, the Fontainebleau, Miami Beach, Oct. 18-22; 1960, the Jefferson Hotel, St. Louis, Mo., Oct. 9-13; 1961, Royal York Hotel, Toronto, Ontario, Canada.

#### WORKSHOP OF SCHOOL BUSINESS OFFICIALS

The first International Workshop of School Business officials will be held July 21 to 26, 1957, in Philadelphia, Pa. Sponsored by the University of Pennsylvania and the Association of School Business Officials, the workshop will offer an intensive one-week program.

The objective of the program is to offer a constructive, concentrated program which will aid present and future business managers as educational executives. It seeks to develop in business managers an awareness of the importance of their administrative funds, to help them to gain an appreciation and understanding of the economic and educational forces in policy making, and to develop and expand the know-how as related to new and unique problems in a shifting educational scene.

The workshop will comprise discussion sessions, panel discussions, round-table discussions, addresses by experts, and field trips. All members of the ASBO attending the workshop full time will be awarded a certificate of merit by the University. An enrollment fee of \$150 is required.

## *Word from Washington*

# *Viewing Washington's International Role\**

ELAINE EXTON

Helping young Americans attain a realistic grasp of their Government's activities in international affairs is especially necessary now when world peace itself, or as the Constitution puts it, our very ability to "secure the blessings of liberty to ourselves and our posterity" depends on the active concern of a well-informed citizenry.

Today the world is engaged in a basic struggle between two opposing ways of life—one dedicated to upholding the freedom and dignity of man, the other supporting various totalitarian doctrines. Washington is not only the nation's capital, but in a fuller sense than ever before a world capital as well.

This is true not only because of America's position of leadership in the world, but because, as President Eisenhower recently said, "world issues create, or at least color, almost every domestic question and problem."

### **U. S. International Programs**

A Washington visit affords many unique opportunities for young citizens to become better acquainted with America's responsibilities in the world scene. When sojourning on the banks of the Potomac, a treasured experience can be a briefing at the State Department on our Government's international role.

By writing to the Public Services Division of the U. S. Department of State, 21st and Virginia Avenue, N.W., at least a month ahead, telling them of the size of your group and its general composition, including age and grade levels, senior high schools can arrange for a presentation by officials that will outline how foreign policy is made and discuss the State Department's work and how young Americans can prepare themselves for careers in the U. S. Foreign Service. Related materials can be made available to teachers in advance if they request this. (*Appointment hours: 9 a.m. to 5 p.m., Monday through Friday. Free admission.*)

For groups that have had prior preparation for their visit through classroom or extracurricular activities, the Department will try, except at busiest times, to arrange for a more specialized briefing on a particular problem of foreign policy or on foreign-policy issues of current interest. If this type session is desired, it will help the Department plan an appropriate program if you will let them know the kind of preparation your group has had, its special interests in the international field, and what related activities you have scheduled in Washington.

While at the State Department you may want to see the exhibit of treaties and state papers bearing the Great Seal of the United States displayed on the mezzanine of its main building.

### **Voice of America**

To deepen student understanding of our country's international work, you may want to take the 45-minute tour that the Voice of America conducts through its premises at 330 Independence Avenue, S.W. (on the second floor of the Department of Health, Education and Welfare Building) at 11 a.m. and 3 p.m. each weekday. If your group has over 15 members, it would be advantageous for you to contact the Public Information Staff of the U. S. Information Agency, Washington 25, D. C., to arrange for

\*Another in a series of articles aimed at helping school officials arrange student trips to Washington that will have educational and citizenship significance. A concluding article will follow.

a special reservation at a different hour.

Voice of America tours describe the overseas' information program of the United States designed "to keep the peoples of the world truthfully advised of our country's action and purposes." For this goal our Government operates some 200 information posts in 78 nations of the free world that carry on press, publications, radio, TV, motion picture, library, exhibit, and exchange of persons services.

### **International Co-operation**

The teamwork of many Government agencies is required to make our nation's foreign policies effective in the world. The State Department is assisted, for example, by such federal units as the U. S. Public Health Service in technical assistance to underdeveloped areas, the Atomic Energy Commission regarding America's co-operation with foreign governments in developing atomic energy for peaceful uses, the overseas' agricultural attaches of the Department of Agriculture who besides encouraging foreign customers to buy our farm products work with American ambassadors in representing U. S. interests abroad and inform our Government of foreign agricultural developments of significance to the United States.

Another way in which Government agencies collaborate with one another on international matters is through interdepartmental committees. The State Department chairs or is a member of some 45 to 50 interagency committees that help in the development of foreign policy, including the National Security Council, the Inter-departmental Committee on Foreign Travel, the Interagency Advisory Group on the International Trade Fair Program, the Interagency Committee on Technical Training Programs, Educational Exchange and Overseas Cultural Activities.

In carrying out American foreign policy, the State Department not only co-ordinates the international programs of many federal agencies but works with foreign governments through 63 international organizations in which the United States holds membership.

Besides the Organization of American States (OAS), only three of these world bodies have their headquarters in Washington—the International Bank for Reconstruction and Development, the International Monetary Fund, and the International Cotton Advisory Committee.

The Food and Agricultural Organization, the International Labor Organization, and the World Health Organization have regional offices here. There is also a branch office of the Department of Public Information of the United Nations in Washington at 2000 Massachusetts Avenue, N.W., where free pamphlet material can be secured about the work and organization of the United Nations.

### **Pan American Union**

Young Americans coming to visit the capital of their nation can obtain firsthand knowledge of how our Government co-operates with other nations on international problems and the advantages that result by visiting the Pan American Union at 17th and Constitution Avenue, N.W., the Secretariat for the Organization of American States composed of the 21 republics of the Western Hemisphere.

Advance appointments can be made through the Public Rela-

tions Office of the Pan American Union for events ranging from a 30-minute walk through the main building with an educator-lecturer to a 15-minute color film on the Organization of American States or a seminar-type program with speakers and discussion that might last two or three hours. (*Appointment times*: Weekdays, 9 a.m. to 5 p.m. *Free admission*.)

The ingredients are varied according to the age level and wishes of each group so when corresponding be sure to specify the fields you wish to focus on, as technical assistance, educational activities, status of women, world trade, or some other topic.

Inexpensive publications may be purchased at a book nook off the patio (the majority sell for 25 cents, or less, a copy). If requested, the Pan American Union will gladly send a free illustrated folder about its main building and a listing of the materials available.

The attractions at the Pan American Union include the Hall of the Americas, scene of diplomatic and cultural meetings; the Council Room where the chair of each ambassador-representative is embossed with his country's name and shield; the Hall of Heroes where the flags of the 21 American republics are displayed and busts of national heroes stand on pedestals.

#### **The Islamic Center**

The culture of a group of countries from a more distant area of the world may be studied at the Islamic Center at 2551 Massachusetts Avenue, N.W., sponsored by 12 of the Moslem nations of Asia and Africa having representatives in Washington — Afghanistan, Egypt, Iran, Iraq, Indonesia, Jordan, Libya, Pakistan, Syria, Saudi Arabia, Turkey, and Yemen.

If groups request an appointment in advance, a representative will be available to talk on the religious and cultural history of the Moslem world and answer questions. (*Hours*: Weekdays, 9 a.m. to 5 p.m.; Saturdays, 10 a.m. to 1 p.m.; Sundays, 10 a.m. to 5 p.m. *Free admission*.) Visitors may attend the main congregational prayer service held Fridays at noon (standard time).

The architecture of the structure housing the only religious and cultural center of the Moslem faith in North America is authentically Islamic and follows plans drawn up in Cairo. Its library and museum are not open to the public yet, but sightseers are shown the handsome Mosque built at an angle in line with the holy Ka'aba in Mecca.

#### **Religious Art From Abroad**

The Franciscan Monastery, the Shrine of the Immaculate Conception, and the National Cathedral are outstanding examples of the religious shrines in Washington\*. whose beauty is enhanced by art and architectural styles from other lands. The last-named two will rank among the largest churches in the world when finished.

Of modified Byzantine design, the Franciscan Monastery at 1400 Quincy St., N.E., with its church built in the form of a fivefold crusader's cross and inviting gardens and grounds, provides a fitting setting for beautifully executed replicas of the principal shrines of Christianity in the Holy Land that the Franciscan Order have been guardians of for more than 700 years, including the Sepulcher at Jerusalem and the Manger at Bethlehem. (*Hours*: Weekdays and Saturdays, tours of the church and its beautiful art works are conducted by Franciscan Brothers between 9 a.m. and 4 p.m.; Sundays, from 9 a.m. to 5 p.m. *Free admission*.)

A few blocks away the only national shrine to the Immaculate Conception in America, now under construction on Catholic University's campus at 4th and Michigan Avenue, N.E., affords a striking example of Byzantine-Romanesque church architecture. Visitors to the completed crypt are charmed by the mosaic altarpieces, lunette windows, tile ceiling, and other ornamentation of almost indescribable richness. (*Hours*: Guides are available for

\*A number of other historic Washington churches are described in *A Tourist's Guide to Religious Shrines in the Nation's Capital*, prepared by Glenn D. Everett, Washington Correspondent of Religious News Service, and published by the Turnpike Press, Little River Turnpike, Annandale, Va. (50 cents a copy).

tours from 9 a.m. to 5 p.m. daily, including Saturdays and Sundays. *Free admission*.)

Illustrative of the international art work of this shrine is the mosaic reproduction of Murillo's painting of the Immaculate Conception that hangs in the Prado Gallery in Madrid, Spain, the gift of Popes Benedict XV and Pius XI. The marbles in the main crypt's columns were selected from the choicest quarries in the world for their attractive colorings. More than 20 countries are represented in the 40,000 mosaic pieces forming a pattern in the crypt's marble floor.

An interesting architectural contrast is found in the fourteenth-century English Gothic style of the Washington Cathedral on Mount Saint Alban at Massachusetts and Wisconsin Avenues, N.W.

The Gothic characteristics of this imposing Protestant Episcopal edifice are visible in its Latin cross-shaped design, whose foundations cover one tenth of a mile from the apse to the west portal, its soaring arches, flying buttresses, symbolic carvings, and stained-glass windows. A particularly beautiful Gothic feature is exemplified in the famous rose window of the north transept whose 9000 exquisitely colored pieces of glass portray the story of the Last Judgment. (*Hours*: Weekdays and Saturdays, Cathedral aides serve as guides from 9 a.m. to 4:30 p.m., but on Sundays only at 12:15 p.m. and 5 p.m. following the morning worship and evensong services. *Free admission*.)

Outdoors, next to the Little Sanctuary of the St. Alban's School in the 60-acre Cathedral Close is a Glastonbury thorn tree brought from England. After entering the walled Bishop's Garden nearby through an 800-year-old Norman gateway, you stroll along stone-paved walks bordered by English boxwood past cedars of Lebanon from the Holy Land, Irish yew trees, a peace rose planted by Emperor Haile Selassie of Ethiopia, and such uncommon objects as a twelfth-century wayside cross from France.

Among the unusual plantings are herbs mentioned in the Bible and by Shakespeare. Pausing at the Herb Cottage you can purchase dried and packaged herbs in any season and growing plants in the spring and fall. (*Herb Cottage hours*: Every day but Sunday, 9 a.m. to 5 p.m.).

#### **Foreign Embassies**

Still another facet of international life imparting a cosmopolitan flavor to the nation's capital are the 79 embassies and legations that foreign governments maintain in Washington. Homes of foreign ambassadors are usually not open to tourists. However, local sight-seeing companies schedule trips along upper Massachusetts Avenue and residential Sixteenth Street where it is possible to view a series of these buildings, some of which were once homes of well-known Washington families.

By arranging for a visit to an embassy students can have an opportunity to sample the culture of another country without leaving the United States. Individual embassies will usually receive groups of from 30 to 70 students if arrangements have been made through the cultural affairs or public relations attaché a month or more in advance. Usually an hour's program is provided which includes an informative talk about current conditions in the foreign nation and some of the traditions practiced there followed by a question-and-answer period. Frequently a film is shown and descriptive leaflets may be distributed.

Twice each spring for the benefit of local charities a rare chance is provided to visit as many as six to ten embassies in a single afternoon and see their furnishings and other items revealing distinctive customs of other lands. The Annual House and Embassy Tour sponsored by the Board of Managers of the Washington Home for Incurables (3720 Upton Street, N.W.), now in its sixteenth year, is held on the second Saturday in April, while the tour for the Goodwill Industries (1218 New Hampshire Avenue, N.W.) usually takes place on the last Saturday in April or the first Saturday in May. The names of the embassies that will be open from 2 until 6 p.m. during next year's tours may be obtained by writing to the two organizations named above.

# Audio-Visual Education

## Indiana's Audio-Visual Research Center

DEAC MARTIN  
Cleveland, Ohio

At the Ben Davis Elementary School in Indianapolis, Ind., a room, typical of a host of others elsewhere, was equipped in

early 1956 for a study of conditions that affect audio-visual teaching. Particular preparations were made for the control of daylight and varying levels of electric light in order to provide the most advantageous presentation of projected visual material.

The room measures approximately 24 by 36 ft. The windows are of clear glass. The lower walls are of light-colored ceramic tile. The upper walls are painted light green, with a white ceiling. Black chalkboards extend across the front of the room and along the corridor side. The rear wall surface is largely the natural wood finish

of the storage compartments located there. The floor is dark tile. With the exception of the electric lighting this room has thousands of counterparts in every state.

### Lighting

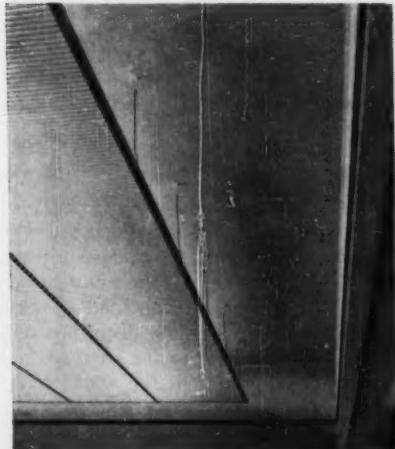
The Venetian blinds were developed specially for audio-visual uses. They allow full control of daylight or darken the room for any type of projection. They are chain-operated, have removable slats, are of heavy-duty construction, and are simple to operate and maintain. They serve the double purpose of room darkeners when closed and upward reflectors of daylight when open. This upward reflection allows the light to be redirected downward from the white ceiling in about the same broad distribution pattern as the electrical lighting. Daylight and electrical lighting do not fight each other's pattern here, as occurs too often, with "innocent bystanders" in the room as the victims.

Electric light is provided by an 18 by 32-ft. translucent ceiling which "floats" in the room without touching the side walls or room ends. The channels for 40 rapid-start 40-watt fluorescent lamps attached to the structural ceiling are the supports for the suspended grid carrying the corrugated plastic diffusers.

Six of the lamps are on a separate circuit for dimming purposes. A reactive-type dimmer replaces the usual wall switch. R. D. Burnham, electrical engineer of The Wakefield Company, Vermilion, Ohio, had a selector switch built into the dimmer so that lights can be all-on, all-off, or six lamps only. With all lamps on, the illumination is 54 foot-candles at desk tops almost doubling the I.E.S. recommendations for schoolrooms. It ranges downward to 12.6 foot-candles with only six lamps lighted. From there the six can be dimmed gradually to a foot-candle zero.

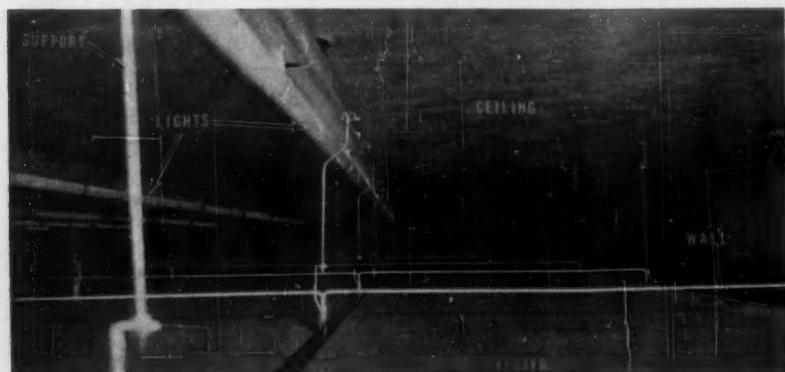
Even though the room was kept quite

(Concluded on page 50)



Two illustrations of the mechanical lighting arrangements in the Indianapolis classroom used for studying audio-visual conditions. Left is a view of how the light diffuser is hung away from the walls. Below

is a view of the various components of the translucent ceiling.



# THE AMERICAN School Board Journal

An Independent Periodical of School Administration

William C. Bruce, Editor

## TEACHERS' SALARIES

FIGURES released by the Research Division of the National Education Association indicate that in the largest cities the salaries of teachers have risen between 6 and 7 per cent since 1955. This represents a far more rapid increase than the rise in the cost of living or the increase of salaries of production workers in industry. It would seem that school boards have gotten into a stride to adequately compensate their teachers and to help them regain the economic ground lost during the years immediately following the depression of the 30's.

In the 18 largest cities, salary schedules of September, 1956, are about 6 per cent higher than they were in September, 1955. The teachers who hold an B.A. degree now receive a median salary of \$3,750, an increase of 6.7 per cent. The median salary for teachers with M.A. degrees is \$6,325 at maximum, up 5.9 per cent. Teachers with a top level preparation did not fare so well; their increase was only 2.9 per cent at the median maximum of \$6,500.

In cities of 100,000 to 500,000 population, teachers fare much better. Minimum salaries are up 6.1 per cent, while the median maximum of M.A. holders is \$6,000, up 7.1 per cent, and the median of top maximums of \$6,350 is up 7.8 per cent.

During the same period of 1955-56, the Consumers' Price Index rose 2.0 per cent, and the average weekly earnings of production workers in manufacturing were \$81, or 4.2 per cent higher than the previous September.

Teachers are not yet receiving salaries commensurate with their professional preparation or their deserved social and professional status, but school boards are doing very well indeed in catching up to the desirable salary levels.

## THE TYRANNY OF OPINION

THE democratic professional educator has constantly the difficulty of coping with lay opinion. If he is a city school administrator he has the daily problem of dealing with the layman whose official duty it is to judge the schoolman's theories, his practical proposals, and his day-to-day work as administrator. The administrator may have all the pride of the special knowledge he possesses, his mastery of a philosophy of education, and his ability to express himself in technically accurate language. He may feel that his ideas and proposals should be accepted by the board of education, the members of which reveal their lack of a clear-cut knowledge of educational theory and practice by their inexact expression of their ideas and by their tendency to listen to uninformed public opinion.

The school administrator cannot, if he is truly democratic, disdain the opinion of the common man, especially if that man is the representative of the community, legally elected with the responsibility for the local school system and the instructional services it provides. He cannot expect the school

board to accept his leadership in important policy changes unless he is ready to convince the layman that his theory can be accepted without violence to the layman's total philosophy of life, his innate intelligence, and his practical experience. As a professional man, the school administrator must temper his special knowledge with the wisdom which embraces a sound philosophy of man and society. In school administration the old adage is especially true: "Rome was not built in a day." Sound innovations in educational practice and theory may require a decade or more to pass before they are generally put to use.

## FRINGE BENEFITS

FROM time to time news trickles across the editor's desk indicating that boards of education are slowly but surely providing their non-teaching staffs with employment benefits which have along ago been considered necessary in the contracts given to teachers. School clerks, custodians, and other non-teaching employees are receiving more liberal vacations and such additional benefits as better sick pay, health insurance, old-age pensions, and other benefits. In some communities, it is estimated that these fringe benefits of non-teaching employees are 12 to 20 per cent of their payroll checks.

Undesirable as it is for boards of education to go overboard and waste public funds in unwarranted employment benefits for any school staff members, there certainly is strong justification for making advanced social welfare policies a definite part of the school personnel program. School boards cannot compete in the local labor market and assure themselves of fully competent staffs that are rendering efficient and economical services if they are not in the lead of local employers. Schools should pay slightly better than the going rates of compensation in each of the types of service they need; they should give a good example in the social benefits they give their workers.

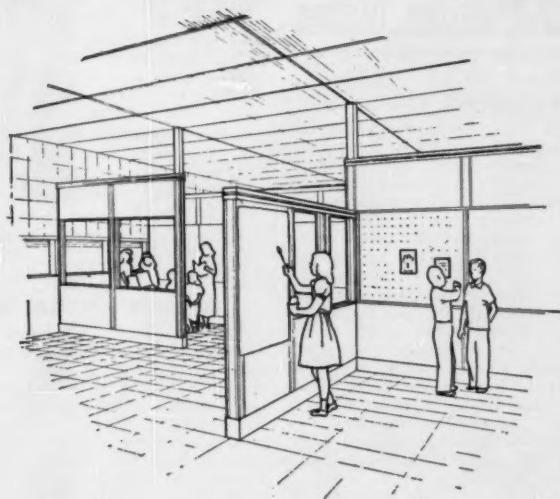
## COLOR IN SCHOOLROOMS

THE possibilities of color in schoolroom interiors for instructional and aesthetic betterment has been barely probed. Up to the present, classroom painting has been done almost entirely for the purpose of providing better seeing conditions. Colors are used to reflect a maximum of light and thereby to make seeing easy. The finish of walls and floors, as well as of furniture, is intended to contribute to the most advantageous use of the light admitted through the windows or produced by artificial sources.

Architects with imagination have suggested that schoolroom colors be made cheerful and thus contribute to the children's happy attitudes as factors for greater interest in learning. Other architects have suggested the use of special colors in limited room areas to reduce conflicts of shape, size, and finish between heterogeneous articles of equipment. A color psychologist has recommended that colors be chosen to reduce — or enlarge — the apparent size of specific classroom areas such as bulletin and display areas, instructional devices, etc.

The designing of any new school building should be a challenge to the architect, the administrators, the teachers. Classroom interiors should not be finished with colors which are merely the cheapest to put on and to maintain. A study should be made of every room so that its finish may consist of salient colors which contribute a maximum to the efficiency of learning and to the health and happiness of teachers and pupils.

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meet the challenge



As swelling classes "put the squeeze" on existing facilities, hard-pressed school officials are scrapping traditional theories in favor of new concepts of school construction and remodeling. Movable HAUSERMAN Walls, for example, provide ideal interior flexibility. Easily moved in a matter of hours, these versatile walls keep pace with the changing demands of curricula and student population. And maintenance costs are low. Repainting is never necessary . . . just periodic washing.

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# School Administration News

## WORK-EXPERIENCE PROGRAM

Co-ordinated teamwork of the school and community resources of Ames, Iowa, has opened new opportunities for vocational guidance and on-the-job training promoted by Supt. Walter L. Hetzel. Developed eight years ago by Lawrence Dimmering, the work-experience and co-op training are administered by Owen Shadle of the high school staff.

The courses, which are particularly attractive to students who do not plan to attend college, are scheduled one half of the school day, earning two credits toward graduation. While some employers hire students for additional time, credit is given for the exploratory and training values. Students do not displace regular employees of the firm.

While the two courses are similar, work experience may be elected for a one-semester concrete expression."

Co-op training is for both semesters of the senior year and requires a related subject from the regular curriculum. During the past year, 24 students took co-op training and a total of 45 were in the two semesters of work experience.

## PILOT PROGRAM

The school district of Riverview Gardens, St. Louis, Mo., has inaugurated a pilot program in student enrichment in the new junior high school. The program is the first step in a revision of the curriculum geared to the age of automation. It is based on the premise that each child is gifted in some aspect of living and has a contribution to make to society. The program seeks to find the avenues, one of which is appreciation in music, art, and physical education. Careful observation and objective surveys will be made to assess the worth of the program and to chart the course it must take for success.

## ISSUE EDUCATIONAL BULLETIN

The public schools of Glen Rock, N. J., have begun the publication of a new school bulletin entitled "Glen Rock Schools." The bulletin which consists of six pages, is devoted to school news, including appointments of personnel, new buildings, and courses of study. The leading article gives considerable space to the new high school nearing completion and partly occupied in September.

## ECONOMIZE TIME

The business of the board of education at North Kansas City, Mo., is being streamlined to economize the time of the members of the board and of the executive officers. The minutes of each preceding meeting, with a list of the accounts payable, are regularly mailed to each of the members well in advance of board meetings. Copies of budget reports and auditor's reports are similarly handled.

Machine bookkeeping has replaced the manual accounting method applied to the state uniform accounting system. Facsimile signature plates are used for signing checks. Formerly the secretary and the president of the board personally signed all checks and vouchers.

Under the state law, the board has undertaken the accounting for all student-activity funds, including athletics, the cafeterias, clubs, and organizations.

## A SPORTS CODE

The Sportsmanship Brotherhood, of New York City, has urged that the board of education recognize the place of sports and games in its proposed program for moral and spiritual values.

The Brotherhood favors the proper use of guided play and supervised sport for the teaching of moral values in the schools. The code is as follows:

1. Keep the rules.
2. Keep faith with your comrades.
3. Keep your temper.
4. Keep fit.
5. Keep a stout heart in defeat.
6. Keep a sound soul; a clean mind, and a healthy body.
7. Play the game.

## TEACHING MORAL VALUES

The New York City board of education has approved a new teaching guide on moral values. The present statement, a revised version of a guiding statement issued last summer, retains a disputed section but points out that the rights of children whose parents hold other views must be preserved. Objections of New York Rabbis and others contending that religious training belongs in the home, the church, and the synagogue, were overruled.

## CONNECTICUT PROMOTES TV

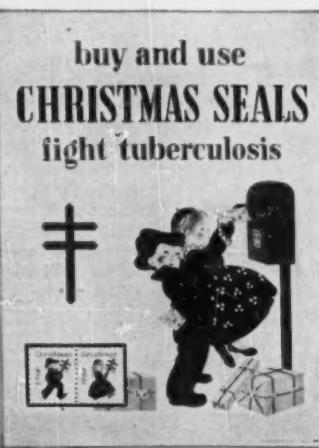
The state of Connecticut is actively promoting educational TV, even though no legislative assistance has been given to establish an educational station or to provide funds. To date the state has promoted a variety of educational activities, including TV workshops, college telecourses, and educational programs intended for the general public.

A series of television workshops has been conducted by the State Education Department for the benefit of teachers, professors, and educational administrators and leaders. These two-day workshops aim to acquaint the school and civic leaders with television's educational possibilities and to show them production techniques.

At the clinics, observers tackle such subjects as the size and type of audiences at different times of the day and on week ends; the types of locally produced programs; costs and production problems.

## READING PROGRAM

During the year 1955-56, the senior high school in Fair Lawn, N. J., developed a reading program, which involved all the teachers of the school, particularly the English teachers.



The program developed by Russell Ranney, of the Ranney Reading Institute, Runyon, N. J., was devoted to training the teachers to teach reading skills, and a language arts curriculum for the tenth year, to be carried out in homogeneous student groups.

In 1956-57 it is planned to integrate the work in the junior high schools and the elementary schools. Two new administrative assistants have been employed to relieve Supt. E. C. Grover from routine duties and to permit him to interpret the work of teachers and principals.

## BEGIN SELF-SURVEY

The school board of Coleraine, Minn., has appointed five committees of ninety teachers to take part in a self-survey to include all aspects of the school. An executive committee meets monthly to check the progress of the survey and to note results. The final report is anticipated about April 1, 1957.

## TEACHER'S MEETINGS BY TELEVISION

Suburban and country school boards, in six counties of northern Illinois adjacent to Chicago, have just taken a step toward future use of television as an instrument for public education. The project is to hold monthly teachers' meetings before television screens to bring to faculties important speakers who otherwise would not be available to most of the schools.

Under the direct supervision of Tri-County Division of the Illinois Association of School Boards, in co-operation with a joint executive committee from Channel 11, Station WTTW, of Chicago, the project was launched November 15 under the title of "Broadening Horizons." The telecasts are scheduled for days other than Friday and they last half an hour. The speakers are chosen by popular vote from among recognized leaders in agriculture, industry, commerce, technology, health, social sciences, government, and education.

The December speaker on the schedule is scientist Arthur H. Compton on the meetings on atomic energy.

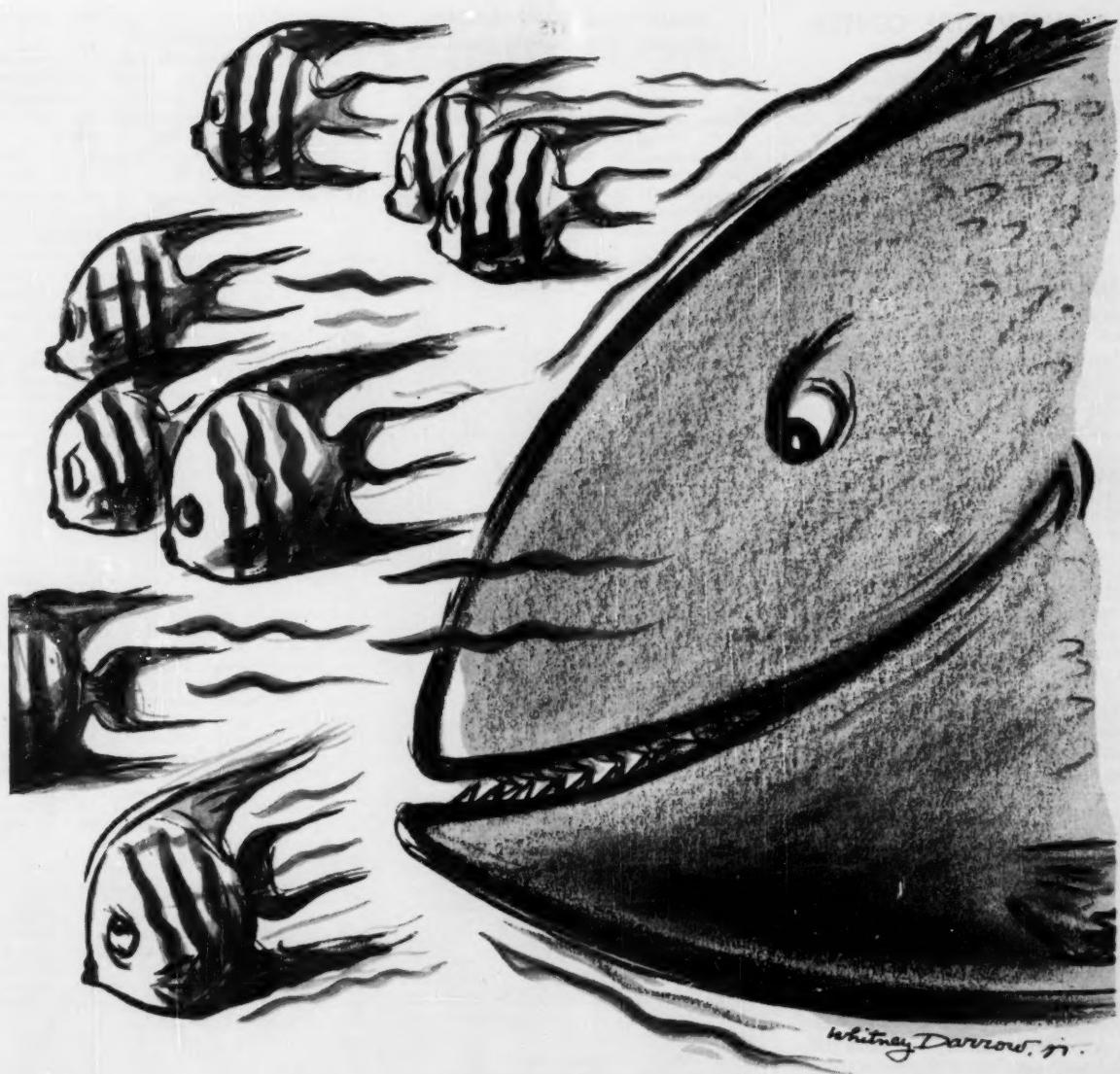
This effort promises to serve several ends. While the immediate aim is to "broaden horizons" of the teachers, the programs also serve as an experiment in correlating television to immediate educational procedures.

The present, most curious gap in relating television to usual school procedures seems to be twofold:

1. Communications are very meager between those who know what is going on in educational television and the school boards, administrators, teachers, and parent groups of the country. Case studies of successful efforts should be described widespread so as to encourage work in pioneer areas where it has thus far not been attempted.

2. Professional television commentators in the great newspapers and "television guides" treat the new medium almost wholly as a means for mere amusement. Educational periodicals and co-operative associations presumably will have to assume the principal role of informing those who wish to know but who do not know where to go for information.

It has long been a moot question as to whether school boards should maintain standing committees. The task of gathering data on important educational experiences in television is a large one. Casual browsing accomplishes little in this field. If inadequately equipped school districts wish to keep up with current developing practices, a first step might be to appoint a standing committee on television with a view to accumulating both information and experience from districts that have been most successful with the new medium. — *Herbert B. Mulford, Wilmette, Ill.*



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## AUDIO-VISUAL CENTER

(Concluded from page 45)

typical rather than being modified to an ideal, the brightness comparisons are quite close to I.E.S. recommendations. A slight increase in wall reflectances and use of lighter-colored chalk boards would bring all ratios well within the Illuminating Engineering Society's one to 3 recommendations for the visual task and its immediate surroundings, and for the more distant areas.

### Projection Experience

Results show that, with Venetian blinds closed and with a 300-watt projector presenting a series of 35-mm. slides on the beaded screen, there is no dilution of the image when the six overhead lamps are dimmed to 5 per cent of the illumination provided by the projector. It is possible to read and take notes with increasing difficulty down to  $\frac{1}{10}$  of a foot-candle. But at that low range the definition of the room and its objects are gone. The occupants have lost any feeling of relationship to the space around them. Since it is important for disciplinary as well as educational reasons that teacher and pupils retain the feeling of definition of their physical surroundings, Burnham has found that the most satisfactory minimal lighting balance seems to be about  $\frac{1}{10}$  of a foot-candle. Depending upon the projector, this level of overhead light and the relationships between the walls and screen are approximately:

Screen adjacent to average image	.73	ratio, target brightness to average screen
Upper wall	.0059	average screen brightness
Lower wall	.109	brightness

### To Meet a Need

According to Altha G. Sullivan, administrative assistant in charge of audio-visual education in Indiana's Department of Public Instruction, this section became interested in problems of light control when the department began to receive numerous reports from school administrators calling attention to inadequate projection facilities. Also increasing requests came from school board members and superintendents who were planning new school construction. They asked for definite suggestions about equipping buildings for maximum utilization of audio-visual methods.

Wilbur Young, state superintendent of public instruction, took the initiative in determining the facilities that should be necessary to provide adequate projection for classroom use of materials. Very little existed in definite recommendations, and there was considerable disagreement among audio-visual specialists. Mr. Young organized a group from outstanding audio-visual directors, university people, buildings and grounds superintendents, architects, and representatives of industry.

After several meetings during 1955 this committee arrived at recommendations based upon experience in design, construction, equipment, and maintenance necessary to the project. A major conclusion was that true control of schoolroom conditions for audio-visual teaching could be had only through electric lighting. Since the existing equipment for varying the degrees of overhead light in proportion to

### BRIGHTNESS COMPARISONS

Room Fully Lighted — Daylight Excluded

Area	Foot Lamberts	Target to Visual Task
Ceiling — normal to diffuser corrugations	68	1.75
Ceiling — parallel to corrugations	75	1.93
Ceiling — 45° to corrugations	75	1.93
Desk top — light plastic covered	28	.65
Upper wall — green — 40% reflectance	12.5	.29
Lower wall — tile — 55% reflectance	13.3	.31
Green window blinds	13.4	.31
Black chalkboard	1.1	.028

All ceiling brightnesses were taken at an angle of 30 deg. below the luminous plane.

screen brightnesses was impractical for schoolroom use, Mr. Young welcomed Mr. Burnham's offer to attempt to develop suitable lighting controls as a part of the Indiana study of the soundness of work that had already been done in the audio-visual field.

### Audio-Visual Recommendations

The committee's recommendations for buildings to facilitate audio-visual instruction included:

Facilities for the control of daylight should be included as an integral part of building fenestration. . . . The I.E.S. recommendation of one to three brightness ratios side in centering students' attention through elimination of distractions, and provides more visual comfort, which in consequence eliminate much eye fatigue resulting in body fatigue. . . . In order to attain the proper comparative brightnesses, full closure of windows by Venetian blinds was recommended. . . . Since cooling, rather than heating, a classroom is usually the main air-conditioning problem, mechanical ventilation was recommended.

The report also covered storage facilities, permanently installed equipment, including screens and loud-speakers, bulletin and tack boards and displays, electrical and

acoustical factors, as well as the technical facts about projection.<sup>1</sup>

Strictly speaking this was not a research project but rather an attempt to bring together all known factors, to co-ordinate them with specialized experiences, and put the resultant knowledge into effect.

State Superintendent Young says that his department is concerned with determining the proper design for the estimated 14,600 new classrooms needed in the state by 1960, and also with the rehabilitation of the older rooms. Quoting Winston Churchill, Mr. Young says: "We shape our buildings, and afterwards our buildings shape us." He believes that there are many ways in which an educational program can be helped or hindered by the building in which it is housed. "We in Indiana still need the answers to questions about the design of classrooms in which the newer tools of learning will be used. The Ben Davis project should provide many of these answers so that the schools of Indiana and of the nation will benefit."

### THE AASA CONVENTION

The AASA Convention, to be held next February 19, will be based on the theme, "Schools on the Threshold of a New Era." Four important speakers will appear as headliners. Norman Cousins, editor of *The Saturday Evening Post*, will speak on "Education and our Future Foreign Policy"; M. F. Ashley Montagu will discuss "Education and Human Relations"; Charles Siepmann, New York University, will also speak; Beardsley Ruml, Seymour E. Harris, and Lester V. Chandler will appear on a panel which will answer the question, "How to Finance the Schools We Need."

The Associated Exhibitors of the National Education Association have selected Worth McClure to receive the American Education Award for 1957.

### MINNEAPOLIS SCHOOLS

The Minneapolis Chamber of Commerce, in its September, 1956, issue, *Greater Minneapolis*, devoted 17 pages to a description and photographic illustrations of school activities in Minneapolis. Attention was directed to the size of the school enterprise and school plant. It includes 99 schools and an administration building, which as a one-story building would cover 160 acres. In Minneapolis 70 per cent of the students are graduated from high school.

### BACKS SCHOOL ON INTEGRATION

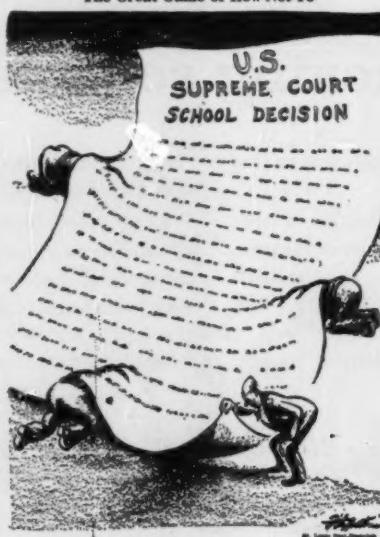
The Federal Court of Appeals in St. Louis, Mo., in a ruling in a test case on integration, has decided that administrators in desegregated public schools have a federal right to be free from direct and deliberate interference. The decision is expected to help determine the government's course of action in school integration trouble spots across the nation.

The three-judge appeals court made its ruling in upholding a permanent federal district court injunction prohibiting segregationist groups from interfering with the integration program in Hoxie, Ark.

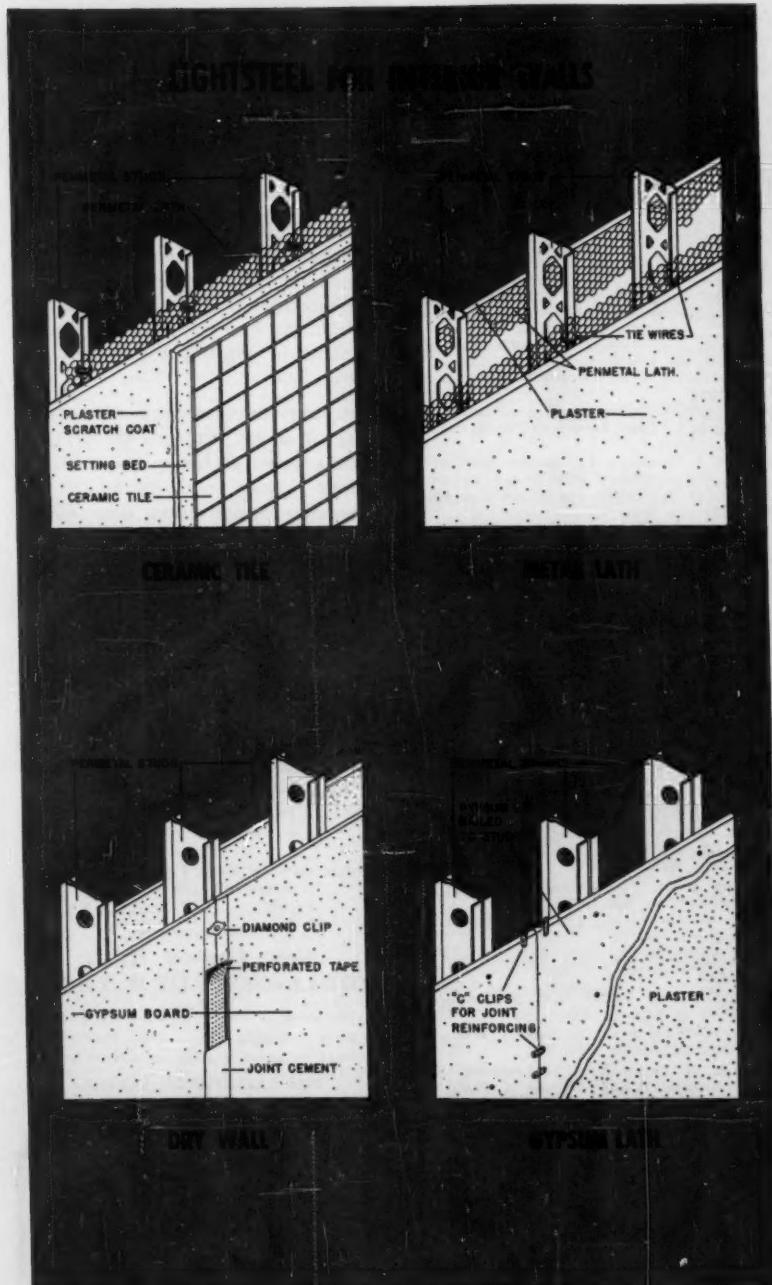
### OPENS OFFICE

John E. Marshall, formerly a member of the staff of the Massachusetts State Education Department, has opened an office as educational consultant at 51 Washington St., in Belmont, Mass. He will be available for consulting service connected with the planning of new school buildings.

*Planning Schools for Better Instruction*, bulletin issued by State Superintendent Wilbur Young, November, 1955, 227 State House, Indianapolis 4, Ind.



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## PERSONAL NEWS OF SCHOOL OFFICIALS

★ BELMONT FARLEY, for 27 years director of press and radio relations for the National Education Association, was honored on October 8, with a luncheon attended by more than 100 of his colleagues and friends. Dr. Farley, a former teacher, principal, superintendent, and news reporter, now heads a staff of 13 persons in the NEA Division of Press and Radio Relations. Dr. Farley was presented with a souvenir booklet, "Some Dreams Come True," a summary of his personal and professional achievements.

★ DR. WILLIAM J. SANDERS has entered upon his duties as head of the State Department of Education of Connecticut. Dr. Sanders was formerly superintendent of schools at Springfield, Mass.

★ DR. HERBERT G. ESPY, formerly Commissioner of Education for the state of Maine, has joined the staff of the U. S. Office of Education as Specialist in State School Administration. He will work with the chief state school officers on over-all problems concerned with the improvement of state school systems.

★ DR. WARREN G. HILL has been named as the new Commissioner of Education for the state of Maine. Dr. Hill was formerly Consultant on School Buildings for the State Department.

### PERSONAL NEWS OF SUPERINTENDENTS

★ CLAUDE L. REEVES, superintendent of schools at Los Angeles, Calif., died in his home on October 22, of complications following surgery on September 13. He was 62 years old.

A graduate of the University of Southern California, Dr. Reeves was elected assistant superintendent in 1949, and in 1954 became superintendent of the school system.

★ HARMON V. WADE has entered upon his duties as superintendent of the Bridgewater-Raritan schools, Raritan, N. J.

★ JOSEPH J. PALLONE is the new superintendent at Monessen, Pa., succeeding Michael Duda.

★ CONRAD D. TECKTENWALD is the new superintendent at Lockridge, Iowa.

★ CARLYLE G. HOYT, of Fairfield, Conn., has assumed his duties as superintendent at Highland Park, Mich. He succeeds Max S. Smith.

★ DWIGHT W. FERNAU, of Sioux Rapids, Iowa, has taken the superintendancy at Royal.

★ OLE E. JAUGERJORDS is the new superintendent of schools at Mountain Lake, Minn.

★ RICHARD O. McMANUS is the new superintendent at Saddle Brook, N. J.

★ JAMES V. MOON, of Western Springs, Ill., succeeds N. D. Cory as superintendent at Rochester, Minn.

★ LOVAL V. NORMAN, of Big Springs, Tex., has assumed the duties of superintendent at Elko, Nev.

★ DR. MICHAEL DUDA, of Monessen, Pa., has been appointed president of the California State Teachers College.

★ LEO E. BARNES is the new superintendent at Stockport, Iowa.

★ GLEN DILH has assumed his duties as superintendent at Billings, Okla.

★ RICHARD MASON succeeds Elmer Thacker as superintendent at Honey Creek, Neb.

★ L. S. YOUNGER is the new superintendent at Inola, Okla.

★ J. S. CATLETT is the new superintendent at Shickley, Neb.

★ J. R. GILLILAND succeeds Jense W. Martin as superintendent at Sulphur, Okla.

★ ALDEN H. BLANKENSHIP, of Tacoma, Wash., is the new superintendent at Gary, Ind.

★ SUPT. R. H. BARTHOLOMEW, of Lewistown, Pa., has been re-elected with an increase of \$1,000 in salary.

★ HAROLD LEWIS is the new superintendent at Spring Valley, Minn.

★ BOB ASHWORTH has taken the superintendency at Corsicana, Tex.

★ The New York State Council of City and Village School Superintendents, at its annual meeting on September 14, elected officers for the year 1957. DR. HOWARD T. HERBER, Malverne, is president; GEORGE JAMMER, Lockport, is vice-president; LOUIS M. KLEIN, Harrison, is secretary-treasurer.

## HUSSEY PORTABLE GRAND STAND

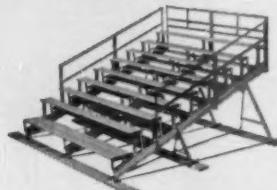


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## NEW YORK STATE BOARDS HEAD

Thomas C. Fetherston, president of the board of education at Oceanside, N. Y., was elected president of the New York State School Boards Association at the group's recent annual meeting. A frequent contributor to educational journals, Mr. Fetherston will be remembered for his SCHOOL BOARD JOURNAL article "How You Can Win Support for Your Schools" (p. 17, Dec., 1955).



— Fabian Bachrach  
T. C. Fetherston

## PERSONAL NEWS OF SCHOOL BOARD OFFICIALS

★ MAX RUBERT is the new president of the board at Jackson, Mich.

★ MRS. SYLVIA HOLLIDAY has been appointed secretary of the board at Ridgefield, N. J., to succeed John Roden.

★ RICHARD C. BROWN, of Holdrege, Neb., has been elected secretary of the Nebraska State School Boards Association.

★ W. C. ATKINSON has been elected president of the board at Vandergrift, Pa.

★ HAROLD DIVELBESS is the new treasurer of the board at Punxsatawney, Pa.

★ The school board of Appleton, Minn., comprises MARSHALL RAW, president; DONALD RISCH, clerk; and HOWARD KAVANAGH, treasurer.

★ HAROLD A. SHAY has been elected president of the board at Dansville, N. Y. MRS. MARTIN HARTMAN is vice-president, and C. FRANK GILLIGAN is clerk.

★ DR. EARL WILLIAMS has been elected president of Brooklyn School Dist. 188, Brooklyn, Ill.

★ BLISS LYNN is the new treasurer of the Tussey Mountain joint school district, Saxton, Pa.

★ ARVINE WALES is the new president of the board at Old Lyme, Conn.

★ JOSEPH SWIDER has been re-elected president of the board at Salem, Conn.

★ C. L. MANN is the new president of the board at Hays, Kans. E. J. DREILING was named vice-president.

★ The Jenner-Boswell-Jennerstown joint school board at Boswell, Pa., has elected two new members, Mrs. HELEN EMERY and WM. T. BILLS. They were elected to replace two deceased members.

★ JOSEPH LINSTER has been re-elected for a sixth term as president of the board at Crookston, Minn. Other officers are DR. R. O. SATHER, vice-president; G. E. KRONHOLM, secretary; and CHARLES PERRY, treasurer.

★ MRS. VICTOR VAVRA is the new treasurer of the board at Colome, S. Dak.

★ WILLIAM C. LOWERY has succeeded B. M. Lyman as treasurer of the board at Bradford, Pa. JOHN B. MITCHELL was named assistant treasurer.

★ MASON RECORD is the new president of the board at New London, Conn. MRS. MAUDE RADWAY was named secretary.

★ IRVIN J. ANDERSON has been appointed business manager for the public schools of Albert Lea, Minn.

★ The school board of District 18, Zumbrota, Minn., has reorganized, with OBERT LOKER as president. DR. ORVAL L. TRAIL has been elected a member to succeed OSCAR J. MILLER.

★ HOWARD A. DELRIN, president of the board at Moorestown, N. J., died September 29 at his home. He was president of the board and a member for 15 years.

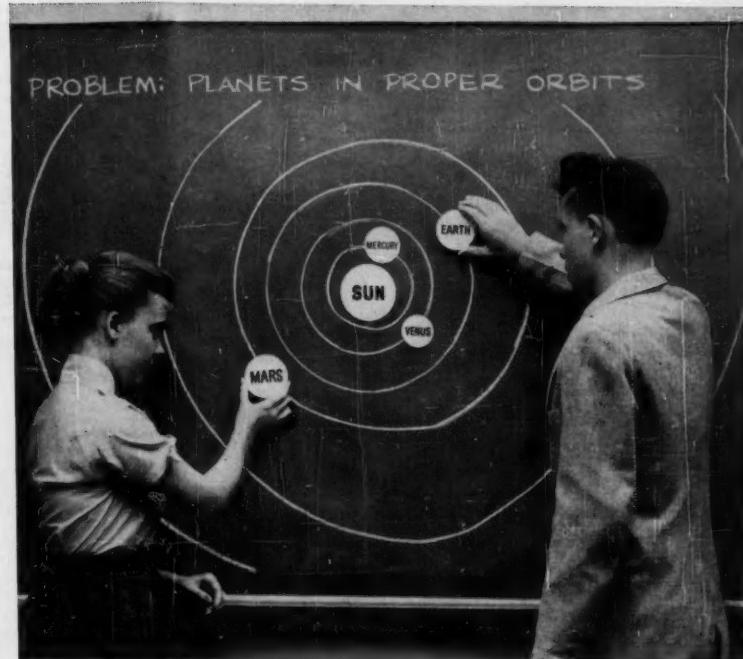
★ The board of education of Crawfordsville, Ind., has reorganized with HUGO PRINCE as president; MRS. LAURA SMITH as treasurer; and WILLIAM KUMMINGS as secretary.

★ The school board of Scranton, Pa., is planning to employ an assistant secretary as an aid to SECRETARY JACOB ACKERSLEY.

★ EDWIN FULLER is the new treasurer of the board at Corry, Pa., succeeding E. F. Bettes.

★ W. J. JACKSON has been elected secretary of the board at Cooper, Mich., to succeed J. W. Tracey.

★ WILLIAM C. LOWERY has been elected treasurer of the board at Bradford, Pa., to succeed B. M. Lyman. JOHN B. MITCHELL was named assistant treasurer.



**Weldwood Chalkboard** simplifies teaching of complex subjects. Comes in 5 colors. Smooth surface for easy writing...easy reading.

## Set up the solar system... move the planets on Weldwood Chalkboard



Other Weldwood products include a complete line of hardwood plywood for paneling and built-ins. Shown here, storage cabinets of Weldwood birch keep classrooms neat, help get away from the old-fashioned "institutional" look. And maintenance costs almost nothing.

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ASBJ 12-56

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# SCHOOL BUILDING NEWS

## TULSA MEETS GROWING BUILDING PROBLEM

The continually growing school population in Tulsa, Okla., has created two major needs—additional buildings and classrooms, and additional qualified teachers. Under aggressive school board policies, and with public approval of bond funds for school construction, the building program has proved reasonably adequate in meeting the building needs.

A summary of the 1955-56 school building program in the 1955-56 annual school report indicates a substantial gain in the provisions for new buildings and classrooms. A net gain of 67 permanent classrooms and 90 prefabricated classrooms was reported for 1955-56, for a total net gain of 157 classrooms. Eight new school sites and one addition to an existing site were purchased during the year.

School construction costs in Tulsa are reported to vary from \$9.99 per square foot to \$10.22 for elementary schools. The most recent junior high school cost \$10.83 per square foot, which is far below the average costs for construction in the Southwest.

The building program for 1956-57 represents a net gain of 173 classrooms, including 113 permanent and 60 prefabricated rooms. The projected building plans call for two permanent junior high schools of 64 classrooms each, one permanent elementary school of 21 rooms, and three elementary schools totaling 45 rooms, are now in the planning stage.

In addition, one junior high school of 34 rooms, one senior high school of 50 rooms, and three elementary schools totaling 45 rooms, are now in the planning stage.

## COMPLETE HIGH SCHOOL PROGRAM

The board of education of Parsippany-Troy Hills township, Parsippany, N. J., is completing the first phase of a new high school program, which is to include the ninth and tenth grades in a new high school building. The eleventh grade will be added in 1957, and the twelfth grade in 1958.

The new building, designed to house 1200 students in 1958, opened this year with 400 students. The gymnasium, laboratories, and libraries have been designed for the maximum enrollment. The board is completing a seven-room addition to a neighborhood school, and a new classroom unit for an intermediate school.

## DEDICATE HIGH SCHOOL

The new Parkview senior high school, at Springfield, Mo., dedicated on September 2, provides accommodations for 1700 students, and costs a total of \$2,500,000. The building contains a gymnasium addition, a music hall, a classroom wing, an administrative wing, and a "little theater."

## DALLAS BUILDING PROGRESS

The 1955-56 school term in Dallas, Tex., saw a record set in the number of new buildings completed, dedicated, and occupied. A total of 14 new plants were completed, including 12 elementary schools, a junior high school, and a senior high school.

The elementary schools, built to accommodate 900 to 1500 pupils each, were erected at a cost of \$595,000 each, and a per pupil cost of \$595 each. The John B. Hood Junior High School, erected at a cost of \$1,260,777, accommodates 1600 students, and costs under \$800 per pupil. The Thomas Jefferson Senior

High School, opened in 1956, accommodates 2500 pupils, and costs \$2,219,000. Three more senior high schools, of a similar type, are in various stages of construction.

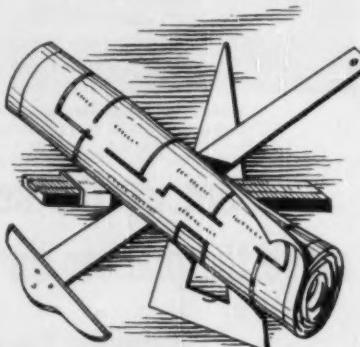
The board is continuing an active building program at the junior high and elementary school levels to meet an ever increasing school enrollment. Bond money is available for 20 new buildings, in addition to the three high school buildings. The board anticipates that it will be six years before there will be any relief in the housing situation.

## DEDICATE HIGH SCHOOL

The school board of Fairmont, Minn., on October 14, dedicated a new senior high school, completed at a cost of \$1,687,000. The building is located on a 28-acre site, accommodates 600 students, and includes a cafeteria, a gymnasium, a library, school shops, and administrative offices.

## CLASSROOM SHORTAGE

In a Republican campaign release to the press, Secretary Marion B. Folsom of the U. S. Department of Health, Education, and Welfare, has presented data showing that classroom and teacher shortages have declined during the Eisenhower administration. Although encouraged by the trend, Mr. Folsom



emphasized that shortages are still serious. On the classroom front, the Secretary said that the truth is that the classroom shortage, inherited from many years of depression and war and neglect, has been declining for more than two years. Since the war years, 232,000 classrooms have been built, and 167,000 of these were needed for new students. This permitted 65,000 to be applied to the backlog.

Despite the progress made, Secretary Folsom pointed to the urgent need for federal aid to build more classrooms. President Eisenhower has proposed to ask Congress to get the job done in four years instead of five.

## FERGUS FALLS PROGRAM

The school board of Dist. No. 21 has begun plans for two elementary school units, including six classrooms, a kindergarten, a gymnasium, and auxiliary space, and three additions to existing buildings. The program is being financed with a bond issue of \$850,000.

## THREE BUILDING PROJECTS

In Park Rapids, Minn., the board is engaged in the operation of three school building projects. These include a cafeteria remodeling project to cost \$45,000; a four-room school unit at Osage, to be opened in 1957; and an elementary school to cost \$250,000.

## VOTE BOND ISSUE

The voters of Central School Dist. No. 1, Smithtown, N. Y., on October 15, approved a bond issue of \$2,322,175 for new elementary schools. The program calls for two new schools, and additions to two existing struc-

tures. The proposition for a high school land site was defeated.

## SCHOOL BUILDING NEWS

★ Bagley, Minn. The school board has begun plans for the enlargement of the high school building, to include a large home-economics department, a new vocational agriculture department, a commercial department, and an enlarged art department.

★ Warroad, Minn. The school board has let the contract for the construction of a new school, to cost \$250,000. The architects are Wells & Denbrook.

★ Proctor, Minn. The school board is engaged in the erection of a junior high school, to cost \$900,000. It includes 18 classrooms, a gymnasium seating 1600 persons, a cafeteria, and manual training and home-economics facilities. The board completed a four-room addition to the Pine Lake School, and a school bus garage, at a cost of \$90,000.

★ Tracy, Minn. A consolidation of 20 rural districts has been effected, increasing the tax base from \$1,350,000 to \$4,000,000. The board completed an elementary school addition, a home-economics department, a farm shop, and a modernization program within the past five years. The board is studying plans for three resident centers in small towns within the district.

★ St. Cloud, Minn. During the school year 1956 the school board completed additions to two elementary schools and erected a vocational wing at the Technical High School. A wing for another elementary school is in process of erection. It is anticipated that within another year there will be needed a new junior high school and additional elementary school facilities.

★ Arlington, Minn. The school board of Dist. No. 69 has completed an enlargement program, including the village of Green Isle. A building program has been adopted, including an elementary addition to the Green Isle School, and a new high school, the total cost to reach \$950,000.

★ Belle Plaine, Minn. A new junior-senior high school was dedicated early in 1956. The building which accommodates 400 students, includes a vocational agriculture department, industrial-arts shops, a commercial department, a home-economics suite, a music department, and athletic facilities.

★ Festus, Mo. The board of education has recently completed the last project in its building program, a building for grades one and two. The building is connected to another building, completed a year ago. The cost for both buildings was \$550,000.

★ Columbus, Miss. The board of the municipal separate school district has begun plans for the construction of three elementary schools, cafeterias for three other schools, and a high school gymnasium.

★ Zeeland, Mich. The board has begun the erection of a junior-senior high school, to cost \$600,000. It will include a gymnasium seating 1800 persons, nine classrooms, two shops, band and art rooms, and a homemaking suite. The building was financed with a bond issue of \$590,000.

★ Hopkins, Minn. The new Glen Lake elementary school, in Dist. No. 225, was completed and occupied in September. The building which cost \$800,000, includes 18 classrooms, two kindergartens, a library and reading room, a gymnasium-auditorium, and administrative offices. A new project is a \$450,000 addition to the present junior high school, to provide facilities for 1000 pupils. The board has also completed a senior high school, costing \$3,000,000.

★ The board of education of Hayti School Dist. R-2, Pemiscot County, Mo., is engaged in a building program, estimated to cost \$300,000. The program includes two classroom units of six rooms each and an auditorium-gymnasium. Pleas E. Hyatt, Kennett, is the architect in charge of plans and specifications.

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## SCHOOL FINANCE AND TAXATION

### SCHOOL BOND SALES

During the month of September, 1956, permanent school bonds for school construction purposes were sold in the amount of \$133,590,852. The largest sales were made in:

Arizona	\$ 4,045,000	Minnesota	\$2,345,000
California	\$2,374,000	New Jersey	4,856,000
Illinois	8,847,000	New York	7,555,000
Louisiana	2,407,000	Ohio	5,133,137
Massachusetts	4,062,000	Texas	9,972,015
Michigan	12,309,000	Wisconsin	4,254,000

As of October 18, 1956, the average yield of 20 bonds was 2.96 per cent.

### SCHOOL CONSTRUCTION

During the month of October, 1956, contracts were let in 11 western states for 60 school buildings to cost \$19,710,960. Additional projects, numbering 133 schools, were reported in preliminary stages, to cost \$60,372,346.

### SCHOOL BUDGETS

★ Savannah, Ga. Adopted \$5,069,137 for 1957, an increase of \$500,000.

★ Milwaukee, Wis. Approved \$33,006,764 for 1957. Of the total, \$19,216,361 will be used for instructional purposes.

### NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS\*

Item	Date	Latest Figure	Previous Mo.
School Building Construction <sup>1</sup>	Sept., 1956	\$184,838,000	\$192,763,000
School Building Construction <sup>2</sup>	Oct., 1956	\$ 19,710,960	\$ 25,829,524
Total School Bond Sales <sup>3</sup>	Sept., 1956	\$133,590,852	\$112,963,536
Latest Price, Twenty Bonds <sup>4</sup>	Oct. 18, 1956	2.96%	2.94%
New Construction Expenditures <sup>5</sup>	Oct., 1956	\$276,000,000	\$283,000,000
Construction Cost Index <sup>6</sup>	Oct., 1956	642	642
Educational Building, Valuation <sup>7</sup>	June, 1956	\$113,400,000	\$125,000,000
Wholesale Price Index <sup>8</sup>	Oct. 30, 1956	114.9	115.2
U. S. Consumer's Prices <sup>9</sup>	Sept., 1956	117.1	116.8
Population of the U. S. <sup>10</sup>	Sept. 1, 1956	168,638,000	168,360,000

\*Compiled October 8, 1956.

<sup>1</sup>Dodge figure for 37 states east of the Rocky Mts.

<sup>2</sup>States west of Rocky Mts.

<sup>3</sup>Bond Buyer.

<sup>4</sup>Joint estimate, Dep't. of Commerce and Labor.

<sup>5</sup>American Appraisal Co., Milwaukee.

<sup>6</sup>U. S. Dept. of Labor.

<sup>7</sup>U. S. Dept. of Commerce.

### BOARD MAY NOT RESIGN

Lancaster County School Dist. 113, Garfield, Neb., still has a school board, even though all three members resigned in a group. State Supt. Freeman Decker, in a ruling, declared that the board "resigned without authority" and that the members still constitute the district's board. Dr. Decker backed up Attorney General C. S. Beck in being so advised. The mass resignation stated that despite the board's efforts, the educational facilities, because of overcrowding, are still inadequate.

### SCHOOL BOARD NEWS

★ Lewistown, Pa. The Mifflin County school board has approved salary increases of \$1,000 each annually for three county school officials. The increases become effective at the beginning of the next term.

★ Rhinelander, Wis. The school board has increased the insurance on city schools and their contents by \$384,979. A recent revaluation showed the value of the school buildings to be \$2,243,979.

★ Shamokin, Pa. The school board has voted to employ an appraising firm to evaluate the school buildings to provide a base

for necessary insurance. The addition of new buildings to the school plant has made such a move advisable.

★ Atlantic City, N. J. The school board has given small annual salary increases to the non-teaching personnel, to become effective in July, 1957. The cost of the increases will reach \$5,000.

★ New Haven, Conn. The school board has created an advisory committee to assist in the formulation of a salary schedule. The group comprises five members of the Teachers' Education Association, two members of the PTA Council, and three members of the board.

December 4-5-6. CALIFORNIA ASSOCIATION OF SCHOOL ADMINISTRATORS, at San Francisco, Calif., Palace Hotel. Secretary: Dr. Robert E. Cralle, 35 N. Raymond Avenue, Pasadena, Calif. Exhibits. 3,000.

December 6-8. CALIFORNIA SCHOOL BOARDS ASSOCIATION, at San Francisco, Calif., St. Francis Hotel. Secretary: Dr. Lawrence B. White, P.O. Box 891, Long Beach, Calif. No exhibits. 750.

December 6-7. WASHINGTON STATE SCHOOL DIRECTORS ASSOCIATION, at Longview, Wash., Monticello Hotel. Secretary: Elmer W. Stanley, P.O. Box 748, Olympia, Wash. Exhibit Chairman: Elmer W. Stanley. Exhibits. 500.

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*—Results of research at Iowa State Teachers College\**

*Drivotrainer students show practically the same progress in driving skill and knowledge and significant gains in good driving attitudes, compared to those trained by the car-only method . . . all at savings in costs of up to \$11.65 per student.*

*—Los Angeles City School System\**

*This city has maintained a good traffic safety record in spite of tremendous increase in automobile "population." Equipment such as the Drivotrainer is the only way we can meet the fast-growing driver training needs of our schools.*

*—Manager, Safety Council in a southwestern city*

*Drivotrainer instruction helped students learn good judgment, good sportsmanship and how to handle emergencies.*

*—replies from over 90% of the students who took Drivotrainer instruction in a N. Y. City high school.*

*The students like it, the parents like it, and best of all, it works.*

*—Instructor in Oak Park-River Forest High School*

*An excellent audio-visual aid — the Drivotrainer gives promise of being more effective than on-the-road training in sharpening driver judgment, providing safe training for emergency driving situations, and inculcating safe driving attitudes.*

*—New York City Bureau of Educational Research*

These excerpts — some based on carefully controlled studies extending over as much as 18 months — give the gist of what teachers, students and school and safety officials across the country are saying about the effectiveness and economy of Aetna Drivotrainer instruction.

Drivotrainer instruction is already part of the regular curriculum in a number of leading schools and school systems — including Los Angeles, Dearborn, Mich., Oklahoma City, Waterloo, Ia., Springfield, Mo., and New York City, in this country, and even as far away as Sweden and Thailand.

\* For more detailed information — including a condensed report of official studies in Los Angeles and Iowa — just mail the coupon.

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# TEACHERS AND ADMINISTRATION

## IN-SERVICE PROGRAM

During the past summer, the school board of Wayne township, Mountain View, N. J., conducted an in-service training program for elementary teachers. Under the leadership of Miss Marie Frappoli, and with the assistance of Dr. Helen Doe, of the Jersey City Teachers College, sessions were held daily with classroom teachers. The conference followed the summer school classes in which teachers were afforded an opportunity to try out new methods and techniques with groups of children.

## SICKLEAVE POLICY

★ The board of education of Hermann, Mo., has adopted a new sickleave policy, which allows teachers to accumulate sickleave at the rate of five days each school term up to a maximum of twenty days. Sickleave is allowed for personal illness, illness in the immediate family, and for attendance at funerals of immediate family members.

★ Jacksonville, Ill. The school board has approved new wage increases for nonprofessional school employees. Lunchroom employees received wage increases of \$10 per month, with a \$5 per month increase for half-time workers. School-bus drivers will be paid \$1.25 an hour for overtime driving.

## PEEKSKILL SCHEDULE

The board of education of Peekskill, N. Y., has completed a study of salary schedules of teachers in the immediate area. The board has now prepared a new schedule, calling for a beginning salary of \$3,800 for teachers with four years' training, and a top salary of \$6,400. For the master's degree or five years' training, the schedule is \$300 higher, and for six years the top is \$7,000.

## MOUNT VERNON SCHEDULE

The board of education of Mount Vernon, N. Y., has adopted a schedule for 1956-57, calling for a minimum of \$4,000 for a teacher holding a bachelor's degree, \$4,300 for a master's, and \$4,600 for a doctor's. The maximum salaries are \$7,200, \$8,000, and \$8,300, with annual increments of \$200. The maximum salary for elementary principals has been set at \$10,000, and for junior high school principals, \$11,000. The maximum for the director of secondary education is \$12,650, and for the senior high school principal, \$13,200. The salary for the assistant superintendent is \$14,000, and for the superintendent, \$20,000.

## SOMERVILLE SCHEDULE

The school board of Somerville, Mass., has adopted a salary schedule retroactive to January, 1956. The schedule provides a minimum of \$3,000 per year for a kindergarten assistant and a teacher with one year of experience, \$3,200 for a teacher with two years' experience, and \$3,500 for one with three years' experience. The maximum is set at \$5,200 for teachers with twenty years' experience.

High school department heads start at \$5,300 and go to \$5,600; building masters begin at \$5,500 and go to \$6,150; and head of course begins at \$5,700 and goes to \$6,300. Administrators start at \$5,400 and go to \$7,700. Directors start at \$5,200 and go to \$6,300.

The annual increment is \$300, which is granted automatically from the minimum

salary of \$4,200 and from \$4,200 to the maximum upon the completion of earned professional credits. Personnel holding master's degrees or the equivalent receive the annual increment of \$300 automatically to the maximum.

## SOMERVILLE SCHEDULE

The board of education of Somerville, N. J., has adopted a salary guide for teachers, to become effective July 1, 1957. The guide, which is used as a plan for fixing salaries, is to cover a three-year period.

The schedule divides teachers into four groups: Teachers in Group I begin at \$3,600 and advance at the rate of \$200 to a maximum of \$6,000 in the twelfth year; teachers in Group II start at \$4,000 and go to \$6,700 in the fourteenth year; teachers in Group III begin at \$4,200 and go to \$7,200 in the fifteenth year; and teachers in the fourth group start at \$4,400 and go to \$7,600 in the sixteenth year.

## TULSA SCHEDULE

The salary schedules for school employees of Tulsa, Okla., have been revised upward for 1957. The beginning salary for teachers with a B.A. degree is now \$3,300, with 17 increment steps, based on experience, and men receiving \$30 higher than each step; teachers with an M.A. degree begin at \$3,510 and go to \$5,520 in the 19th step; elementary principals holding an M.A. degree begin at \$5,280 and go to \$6,990 in the 17th year; supervisors begin at \$5,250 and go to \$6,750 in the 17th year; junior high school principals receive \$420 higher than elementary principals.

## REVISE SCHEDULE

The board of education of Bexley district, Columbus, Ohio, has taken the first step in a revision of the salary schedule by five annual steps, which will bring the maximums to \$6,600 and \$7,200 at the end of a three-year period. The purpose of the schedule is to improve the schools by improving professional standards, by aiding in the constructive classification of candidates and teachers, by encouraging and rewarding teaching growth at all levels, and by setting forth in a clearer manner the criteria by which teachers are paid, the salaries which may be expected, and the annual increments and maximums.

The schedule provides a minimum of \$3,800 for 1957-58 and a maximum of \$7,200 in the fifteenth year of service. The schedule also allows a schedule of pay for extra services for teachers doing supervisory work and for people performing extra duty requiring time beyond the usual assignment. Each duty is rated in units based on the amount of extra time involved, expense in transportation, and responsibility involved and is equivalent of \$30 in additional salary.

## RECRUITMENT PLAN

The Central School Boards Committee for Research, of Teachers College, Columbia University, New York City, has approved a recruitment plan for securing much-needed instructors in New York State. Under the plan, several districts of the state will work co-operatively in the employment of personnel directors to find new instructors.

The program, adopted at the Committee's fifth summer workshop at the College, seeks (1) to become strong bidders for available teachers, and (2) to develop a test for quality partly based on a study of teacher characteristics as reported by the Committee's research units.

The Committee calls for a study of the quality of education in central schools, the use of the laboratory method of improving and strengthening citizenship in schools, use of school and community practices, and a further study of methods of financing.



E. A. Jarvis

## NEW LOS ANGELES SCHOOL HEAD

Ellis Adams Jarvis, deputy superintendent of schools at Los Angeles, Calif., since 1955, has been named superintendent for that city. He succeeds the late Dr. Reeves.

## TEACHERS' SALARIES

★ Teachers and other employees of Yonkers, N. Y., will receive a 5 per cent pay rise on January 1, 1957. The 1200 employees, including 910 teachers, will get the increased pay for only the last six months of 1956. They had asked that the rise be retroactive to last January. The board will receive an appropriation of \$140,707 from the city to pay for the increases.

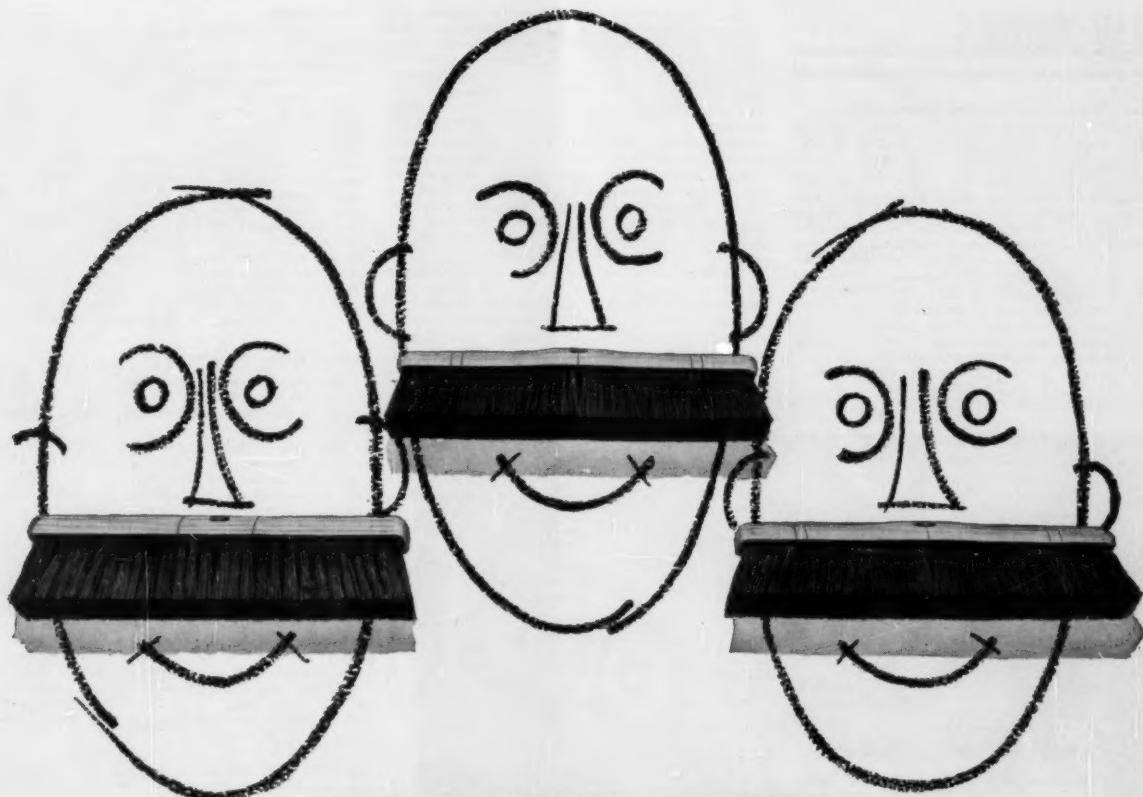
★ Herculaneum, Mo. The school board has adopted a salary schedule for 1957, calling for an initial salary of \$3,400, and a maximum of \$5,800, with 14 years of service in the system. Teachers holding a master's degree receive a beginning and final salary of \$200 additional.

★ Boston, Mass. The school board has voted to give \$200 annual bonuses to all high school teachers. The money will be taken from a surplus of \$130,000 anticipated in this year's budget.

★ Arkansas City, Kans. The salaries of all school employees were given a slight increase, as of September 5. All men employees received an increase of \$65.01 per year, and all women \$42.04 per year. The salary scale is geared to the Bureau of Labor cost-of-living index. The last adjustment was made when the index figure was 113.1. Under the policy no adjustments are made unless the index changes by three or more points. Recently the index had reached 117 points.

★ A state-wide \$100-a-year salary increase for the teachers of Georgia has been approved by the State Board of Education. Funds have been released to insure a \$100-a-month floor, effective October 1, on retirement payments for teachers who have served more than 35 years.

★ York, Pa. The school board has approved increases in teachers' extracurricular salaries, ranging from 20 to 100 per cent. The pay of the proctor of the senior high school was doubled, from \$100 to \$200; that of sponsors of junior high school student government received \$50; intramural coaches were given \$75 for a 12 weeks' season, but limited to \$200 for three sports seasons. The director and first assistant director of the York Hi-Lites were given salaries of \$250 and \$200 respectively.



## **THE RIGHT BRUSH SWEEPS CLEAN WITH ONE STROKE**

### **THE PERCHERON for rough floors**

The Holcomb "Percheron" kicks out the dirt, makes quick work of sweeping even the roughest floors. Its heavy plastic bristle stock is self-cleaning and immune to the action of water, oil and most chemicals. Outwears ordinary heavy duty brushes many times. Made in 14, 18 and 24" block widths.

### **THE SHIRE for medium floors**

The Holcomb "Shire" offers a light weight touch for medium floors. A versatile plastic stock construction cuts sweeping time, moves light, coarse and heavy dirt with long, easy strokes. Stock tufts are securely anchored in hard-wood block, won't work loose. "Shire"-block width sizes are 14, 16, 18 and 24".

### **THE RACER for smooth floors**

The Holcomb "Racer" is the finest machine-made smooth floor brush money can buy. Center rows of stock are aggressive blend of fibre and hair—outer rows are all hair. Full flared ends permit a wider sweep. Block and handle design give longer, flat-to-the-floor sweeping stroke. 14, 16, 18, 24 and 36" blocks.

*Let your Holcombman show you the right brush for your needs.*

*You'll profit on its one-stroke sweeping efficiency.*

### **HOLCOMB SCIENTIFIC CLEANING MATERIALS**

J. I. Holcomb Mfg. Co., Inc., 1601 Barth Avenue, Indianapolis, Indiana

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## NEW BOOKS

### School Planning and Building Handbook

By N. L. Engelhardt, N. L. Engelhardt, Jr., and Stanton Leggett. Cloth, 626 pp., \$12.75. F. W. Dodge Corporation, New York 18, N. Y.

This large book is altogether a new type of work in the field of schoolhouse planning and construction. The text of the 40 chapters, written in collaboration with more than 60 experts in their respective fields—school administrators, college professors, architects, engineers, and builders—takes up the entire range of problems from the general planning of long-range school construction programs and school building surveys to the specific tasks of preparing plans for educational and architectural services, making contracts, and supervising construction, even to the final naming and dedication of the individual buildings.

The book is wholly based on present practices and includes many original specimens of documents, flow charts, detailed specifications, contract forms, construction schedules, forms for bonds, check lists of construction, lists of legal and code requirements, data on building measurements, etc. Perhaps this last and most valuable feature of the book—the current character of all data—will necessitate the complete revision of the work in two or three years in a second, and we hope, subsequent editions.

It is distinctly heartening to find a book on schoolhouse planning and construction which is strictly down to earth so far as actual planning, construction, contracts, and costs are concerned, and which at the same time reflects a sound basic philosophy in educational and economic details.

The book would not have been possible without the many years of experience which the three main authors have had in directing school building programs in the smallest to the largest communities and in the most modest to the most elaborate types of plan and construction.

### The Budget

Prepared under the direction of Dr. William J. Hageny. Paper, 211 pp., \$1. New York State Department of Education, Albany, N. Y.

This school business management handbook, a recent production of the Bureau of Field Financial Services of the New York State Department of Education, is a valuable contribution to the growing literature of school finance. Under the guise of a practical handbook, providing specific directions to be used by boards of education and their professional executives, the book is in addition a fine statement of the applied principles of school financing and budgeting, both for short-range and long-range periods. Very practical methods of establishing the budget and of making it acceptable to citizens and taxpayers' groups are provided. Complete illustrations are also given of the supporting data which any good school budget will include. The handbook is a must for any medium-size and large school business office.

### School Property Insurance

Experiences at State Level. By N. E. Viles. Paper, 61 pp., 25 cents. Bulletin No. 7, 1956. U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

This valuable bulletin presents the status of school property insurance on a state-by-state basis. It indicates that during the latest five-year period (1948-52) for which figures are available, the total premiums collected were \$145,589,852; the losses were \$51,471,238; and the per cent of loss ratio was 38.3. Stock companies carried about nine times the insurance, premiumwise, held by mutual companies. Five states—Alabama, Wisconsin, North Carolina, North Dakota, and South Carolina—have state systems of insurance, but only North Carolina operates a strictly state school building insurance system.

As Dr. Viles suggests in his concluding statement, school insurance is an important factor in school administration and not enough is known about it. Consulting help is needed from the state departments so that every district may share an adequate, safe, and economical insurance program that is simple and balanced in administration.

There is need for state studies of state school insurance rates and rating practices. Schools should not pay higher premiums than the losses indicate as necessary. There is too a need for a study of fire-preventive building design and construction, of better housekeeping practices, and of more protection. The annual fire loss of about \$10 million can be cut with corresponding savings in insurance costs.

### American School and University, 1956-57

Vol. I, School Plant Reference. Cloth, 476 pp. Vol. II, Product Catalog File, 886 pp. American School Publishing Corporation, 470 Fourth Ave., New York 16, N. Y.

The American School and University Annual has become so large in its advertising section that the editors have found it necessary to divide the publication into two volumes, of which Volume I provides a pictorial review of new school buildings for 1955, as well as a series of articles illustrating and describing significant new school buildings, and the special problems which the architects and the board of school administrators solve in their planning and construction. There are also a number of articles on the planning of special units of secondary school buildings, such as libraries, industrial-arts units, swimming pools, etc. The material reflects strongly present-day thinking rather than fundamental principles of planning and construction.

### Suggestions for Procedure for Missouri Boards of Education

Compiled by W. W. Carpenter and L. G. Townsend. Paper, 92 pp., 50 cents. University of Missouri, Columbia.

The latest revised edition of a Code of Rules and Regulations first compiled in 1940. Contains the proposed procedure for boards of education, democratic procedures in developing a code of rules, and suggestions for a code of rules. An appendix is provided, including model official minutes, an index for motions history, and a list of subjects for which boards make rules and regulations.

### They Who Teach

Paper, 24 pp. Board of School Directors, Milwaukee, Wis.

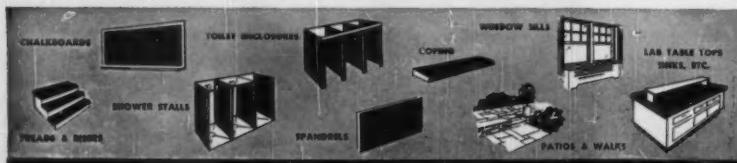
This annual report of the superintendent, Mr. H. S. Vincent, for the year 1956, by photograph and description, outlines the activities of the public schools, including special education, the in-service training program, the building program, and financial support to meet the needs of the times.



Slate Chalkboards Are Standard Equipment At Brooklyn, New York's Ultra-Modern General George W. Wingate High School . . . the "Banjo-Type" School . . . One Of The Many Modern Schools Specifying Slate Chalkboards.

KELLY & GRUZEN Architects - Engineers

Of all chalkboards, slate communicates best. White chalk on slate produces the desired high contrast to permit the student to grasp the written message instantaneously! The writing surface of slate, too, is so superior that it is the standard to which the writing qualities of all other substitutes are compared! Easy to clean . . . virtually indestructible . . . slate is lowest in maintenance costs under normal usage conditions. For timeless beauty and durability, compare before you install . . . inquiries welcomed on specific properties of slate.



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NATURAL SLATE BLACKBOARD CO.  
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natural slate . . . 500 million years in the making

#### **Success and Failure of Small School Superintendents**

By Howard N. Robson. Paper, 197 pp. College of Education, University of Wyoming, Laramie, Wyo. This doctoral dissertation sought to determine the factors of success or failure in the professional lives of small-town superintendents in the state of Wyoming. Some 2252 questionnaires were distributed to superintendents, teachers, and school board members, and 123 interviews were held with persons in these groups. The study assumed that the 26 superintendents under study had the necessary scholastic and professional training. The method followed was that of Flanagan, who developed a critical incidence technique for evaluating the performance of professional men in their human relations. The study indicated the following six conclusions concerning effective superintendents, and five findings concerning the ineffective superintendents:

##### *The Effective Superintendent*

1. The competent school administrator attempts to render unselfish service to the staff, the pupils, and the patrons.
2. The successful superintendent welcomes suggestions from his staff, board, and community in a democratic manner.
3. The good superintendent seems to take a personal interest in people.
4. The effective administrator has the ability to work with people.
5. The competent superintendent acknowledges successful endeavor of staff and pupils.
6. The able superintendent is open-minded; he reviews facts impartially and renders decisions on school matters in the light of what he feels is best for everyone concerned.

##### *The Ineffective Superintendent*

1. The ineffective superintendent fails to consider the rights and privileges of others.
2. The poor superintendent generally fails to consider problems from the long-range viewpoint; he bases his judgments on expedience of the moment or on selfishly desired outcomes.
3. The unsuccessful superintendent seems to possess a lesser degree of integrity than do more successful administrators.
4. The ineffective superintendent is less inclined than successful superintendents to offer his services to staff members, pupils, and others of the area in which he works.
5. The unsuccessful superintendent usually is unable to unite his staff into a group working toward mutual objectives.

#### **Coal and Ash Storage and Handling**

Paper, 11 pp. Bituminous Coal Research, Inc., 121 Meyran Ave., Pittsburgh, 13, Pa.

This manual offers suggestions for the design of coal and ash handling facilities for the modern coal-burning boiler plant. The information provided is applicable to boiler plants (including schools) using up to 5000 tons of bituminous coal annually. It deals with the size and type of coal and ash storage capacity, types of equipment, location of storage bin, bin filling methods, ash handling, the use of stoker hopper feeders, and bin construction. The bulletin includes typical layouts for various types of boilers and stokers.

#### **Subject Headings for the Information File**

Compiled by Miriam Ogden Ball. Cloth, 179 pp. Price, \$3. H. W. Wilson Co., New York 52, N. Y.

This eighth edition of a useful book, takes the form of a union list of headings for separate files in the art department, the education department, and other branches of the library. Cross references are numerous and follow general cataloguing practice.

#### **Board of Education Policy, Park Rapids, Minn.**

Compiled by W. B. McPherson, Supt. Paper, 36 pp. Board of Education, Park Rapids, Minn.

This policy statement, supplemented by manuals and handbooks prepared for various staff groups, represents the work of a large number of people in the school system. It includes (1) the organization, procedure, and duties of the board; (2) the duties and responsibilities of the board and its officers; (3) the regular and special meetings; (4) the policies of the board; (5) the code of ethics; (6) the staff members and their duties; and (7) policies affecting personnel matters.

#### **Financial Proposals Submitted to Ohio Voters in 1956**

Compiled by W. R. Flesher and H. R. Walker. Paper, 37 pp. Bureau of Educational Research, College of Education, University of Ohio, Columbus, Ohio.

This seventh annual report of the Bureau of Research, indicates that the total of bond issues and

special levies submitted to the voters in 1956 amounted to \$137,297,957. Of these, the city bond issues reached \$62,732,000. The number of city districts submitting bond issues was 32, and the number of local issues was 171.

#### **The Teaching of Reading and Writing**

By William S. Gray. Cloth, 281 pp., \$3. UNESCO and Scott Foresman, Publishers, Chicago, 11, Ill.

This is an international survey of (1) the place of reading and writing in fundamental education, (2) the nature and organization of reading and writing programs, and (3) the psychological basis and the methods of teaching reading and writing. The book is an important contribution to the UNESCO monographs.

#### **City Government Finances in 1955**

Prepared under the direction of Allen D. Manvel, of the Bureau of the Census. Paper, 153 pp., 75 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

The present report on city government finances lists the revenues, expenditures, debt, and financial holdings of the nation's 481 largest cities for the year 1955.

The total revenue of cities having 25,000 or more population during the period was \$8,019 million or 6.5 per cent more than in 1954. The city expenditures amounted to \$8,363 million in 1955, or 6.5 per cent more than in 1954. In 1955, the 481 cities of over 25,000 population received \$6,374 million of general revenue, or 41 per cent more than their total general revenue of \$4,522 million five years previously. Capital outlay totaled \$2,038 million, or 6.2 per cent more than in 1954. The largest single expenditure was for education, for which these cities spent \$1,103 million in 1955, or 7 per cent more than in 1954. Education accounted for one sixth of all general expenditures.

#### **Florida's Economy**

By Wylie Kilpatrick and others. Paper, 180 pp., \$2.50. University of Florida Press, Gainesville, Fla.

This study by a group of more than 30 economists and specialists in various fields, evaluates the present economic situation of Florida, particularly changes which will take place before 1970. The study is intended to provide educators on the university level with an insight into the growing situation for which the universities must provide workers, consumers, and generally speaking good citizens.

## **School system cuts towel costs 29% with Mosinee Turn-Towls**



A school system in Michigan\* with an enrollment of 1200 switched to Turn-Towls after using a towel of ordinary quality.

The cost of service per school year with the previous towel service was \$616. Combining Turn-Towl drying qualities and the controlled dispensing feature of the Turn-Towl cabinet reduced the annual cost of the service to \$436.

Improve your washroom facilities — and save money, too — with Mosinee Turn-Towl service. Write today for the name of your nearest Mosinee Towel Distributor.

\*Name on request



## News of Products for the Schools

### PORABLE LABORATORY TABLE

A portable laboratory table that makes it possible to present science demonstrations to all classes in all departments has been manufactured by Keweenaw Mfg. Co., Adrian, Mich. Totally self-contained, the table, called Flexilab, is supplied with rocker gallery pump cold water fixture, stainless steel cup sink (with strainer), duplex 110 volt a.c. electric outlet with twist lock fitting for extension cord (extension cord not included), one gallon poly-



**Movable Laboratory**

ethylene water carboy (with tygon water connection), one gallon polyethylene waste carboy (with tygon waste connection), one set of removable  $\frac{3}{4}$  inch diameter Duralumin support rods with  $\frac{3}{4}$  inch diameter Duralumin cross rod and clamps, and one set of removable  $\frac{1}{2}$  inch diameter Duralumin burette rods. In addition, provisions are made for proper and safe storage of portable gas cylinder and burners, vacuum or air pumps, and batteries for d.c. electric experiments.

(For Further Details Circle Index Code 0178)

### "LUXURY FABRIC" FOLDOOR

Folding doors made of a heavy, firm nubby-tweed fabric have been introduced by the Holcomb & Hoke Mfg. Co., Inc., Indianapolis, Ind. Featuring a Fiberglas backing the fabric of these doors will not stretch or shrink and it is highly resistant to fire. It is also heavily highlighted so that the texture is distinguishable at much greater distances than other textures, lending new surface interest to interior design. Its nubby surface adapts well to other building material textures found in large installations. Ten soft colors are available.

(For Further Details Circle Index Code 0179)

### HEAVY DUTY SAW-JOINTER

A new saw-jointer combination, featuring a 9-inch tilting arbor saw, has been introduced by Rockwell Manufacturing Co., Delta Power Tool Division. Important features on the tool include: a new guarded safety switch, which can be locked; a new raised tilt scale which the operator can easily read without bending over; and new easily accessible controls and a fence that locks both front and rear, with up-front controls. The saw will cut to a depth of  $2\frac{3}{4}$  inches which enables the operator to cut full 2-inch stock at a 45-degree tilt.

(For Further Details Circle Index Code 0180)

### HI-VELOCITY ROOF VENTILATOR

A new, hi-velocity roof ventilator featuring automatic damper blades, has been introduced by the Chicago Blower Corp., Chicago, Ill. The aluminum damper blades pivot on maintenance free bearings across the diameter of the fan to open wide with minimum fan pressure. When operating, the exhaust velocity keeps out rain, snow, and exhaust re-entry. The ventilator is completely weather tight in the closed position. The fan can be equipped with a fire safety device, it's a safety-vent fusible link which melts when subjected to intense heat, releasing the dampers. For one story buildings with automatic sprinkler systems the fusible link attachment is called a necessity. Ordinarily fumes and smoke are trapped close to the floor impeding entry of fire fighters, but the hi-velocity fan automatically exhausts such areas rapidly.

(For Further Details Circle Index Code 0181)

### ECONOMICAL ELECTRIC RANGE

Hotpoint Co., Chicago, Ill., has introduced an electric kitchen range designed for the operator whose budget is a governing factor. The new unit, called the Superhot-top range offers investment economy. It is produced on the same chassis as the Superange, Superchief, and Supergrid ranges. Up to 40 gallons of food in stockpots can be handled on it at one time. It offers a 3-section cook-top, consisting of independently controlled hotplate sections, for sustained high-speed stockpot cooking at high or low heats. Each section has Calrod (R) heating units embedded right in the cast iron for efficient heat transfer. A handy size warming drawer is located under the surface units which keeps food warm until ready to be served. A drip pan is also located under the surface units. Grease troughs, at front and rear of the hot-plate section drain into it.

(For Further Details Circle Index Code 0182)

### PLASTIC PATRIOTIC PLAQUES

Sturdy neoprene plastic wall plaques of George Washington and Abraham Lincoln have been introduced by Winnetka School Sales, Winnetka, Ill. Unbreakable and lightweight



**Unbreakable Wall Plaque**

the plaques make fine class gifts to schools. They can also be used as special awards and memorial gifts. Both plaques come ready to hang and are available in either bronze or ivory finishes. When desired an etched brass plate to honor occasion or donor may be attached at small additional cost.

(For Further Details Circle Index Code 0183)

### LIGHTING-AIR CONDITIONING FIXTURE

A new commercial lighting fixture that provides both air distribution and lighting has been introduced by the Pyle National Co., Chicago, Ill. Called the Multi-Vent Troffer it is the first of its kind to be produced. Two firms, Pyle-National Co. and Benjamin Electric Co., jointly engineered and designed the new unit which is adaptable to any drop-type ceiling.



**Dual-Purpose Fixture**

The unique unit looks like a regular recessed fluorescent light fixture. A completely concealed, built-in air diffuser, mounted above the reflector plate, distributes air which bypasses the lamps. Uniformity of temperature is guaranteed by a low-velocity pressure displacement principle which is used instead of the ordinary high velocity injection of other types of air diffusers. Air emerges gently down from the fixture in a manner compared to the fine spray from a hose nozzle, instead of spouting out in one sharp stream.

(For Further Details Circle Index Code 0184)

### VISUAL RELIEF MAPS

Denoyer Geppert Co., Chicago, Ill., has produced a map of South America in their new visual relief technique designed for elementary and intermediate grades. The shading of the map is combined with layer tints. The colors of the international color scheme are used but they are blended into each other rather than being separated by sharp boundaries. The objectional terrace effect is removed by blending the colors but at the same time the distinct colors of the layer tint system are retained.

Names of the more important features are in large bold type so that they are clearly visible at classroom distances. Other names of less significance are in smaller type. All information on South America is the latest available.

(For Further Details Circle Index Code 0185)

### LOW TOXICITY SOLVENT

A new solvent of low toxicity which should increase the safety of laboratory personnel has been announced by Chicago Apparatus Co. It is Vyrene, a nonflammable trichloroethane which has solvent properties similar to carbon tetrachloride but a far lower toxicity. The maximum allowable concentration in air is 500 parts per million, about 20 times as great as that of carbon tetrachloride. Vyrene is pleasant in odor and boils at a slightly lower temperature than carbon tetrachloride. It is available in five gallon drums.

(For Further Details Circle Index Code 0186)

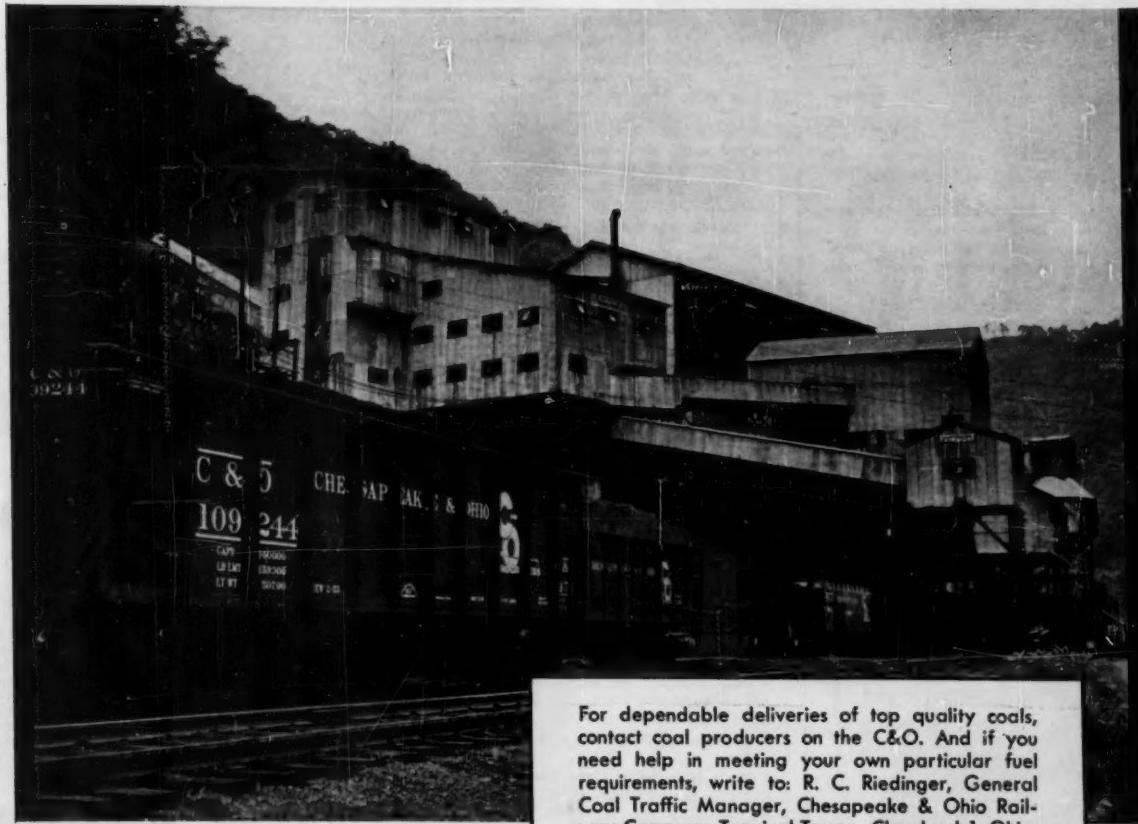
(Concluded on page 64)

# Coal

... low in sulphur  
... low in ash  
... low in moisture

# Coal

... HIGH in btu's  
... HIGH in satisfaction  
from producers on the C&O



For dependable deliveries of top quality coals, contact coal producers on the C&O. And if you need help in meeting your own particular fuel requirements, write to: R. C. Riedinger, General Coal Traffic Manager, Chesapeake & Ohio Railway Company, Terminal Tower, Cleveland 1, Ohio.



**Chesapeake and Ohio Railway**

WORLD'S LARGEST CARRIER OF BITUMINOUS COAL

# FLAGS FOR SCHOOLS



## FOR ECONOMY BUY THE BEST—BUY DETTRA

Famous "BULLDOG" U. S., State, and School Flags for Outdoors. Beautiful, lustrous "GLORY-GLOSS" U. S., State, School and College flags for parade and indoor use—(Complete outfit available with Pole, Ornament, Carrying Belt and Stand\*)

Economical U. S. "AMERIGLOSS" printed flags for schoolrooms. Long-lasting "DURA-LITE" Nylon flags and Outfits for Parade and platform use.

Christian, Papal and Zion Flags

\*Ornaments and Stands have durable Jewelers Golden Finish

New DETCO PROCESS State Flags printed in full color—sun and rain fast—very economical

**ASK ABOUT DETTRA'S MOVIE "OUR U. S. FLAG"** The Freedom Foundation Award winning 16 mm color sound film... the ideal way to tell the story of our flag.

For complete information and descriptive literature about our flag products and film, call your Local Dettra Dealer or write direct to—Dept. AJ



**DETTRA FLAG CO., INC.**

Oaks, Pennsylvania

Flagmaker to the Nation  
for more than 50 years

## News of Products . . .

(Concluded from page 62)

### LARGER CAN OF AIR DEODORANT

Huntington Laboratories, Inc., has announced it will increase the content of its cans of Cabinet San deodorant by 4 ounces without increasing the price. Cabinet San is an aromatic spray deodorant that freshens stale air and banishes unpleasant odors including those caused by smoke and perspiration. It will not stain walls, furniture, or other surfaces. It is ready to use without mixing.

(For Further Details Circle Index Code 0187)

### QUICK DRYING FLOOR PAINT

Durable, easy to apply floor paint which dries dust proof in 40 minutes has been introduced by National Chemical Mfg. Co., Chicago 9, Ill. The paint, which is called Luminall floor paint, is lime proof and alkali resistant. It comes ready to apply; one coat covers and dries quickly without unpleasant odors or toxic fumes. It is an emulsion type paint and concrete floors to be painted with it do not need an acid wash. Made with Latex Alkyd it penetrates the pores and won't crinkle or peel.

(For Further Details Circle Index Code 0188)

### GRAY TRANE UNITS

The Trane Co., La Crosse, Wis., manufacturers of equipment for air conditioning, heating, and ventilating, has announced plans to coat the exteriors of its products a "tile gray," replacing its standard brown finish. The gray color should allow for greater interior decorating leeway and better conceal scuff, finger marks, and smudges. It will also serve as an ideal base if the units are painted another color. Greater protection and exceptional corrosion resistance are also made possible by the new paint.

(For Further Details Circle Index Code 0189)

### CATALOGS & BOOKLETS

Twenty-seven new teaching films released by Coronet Films from September, 1956, through January, 1957, are described in the 1956-57 catalog supplement recently issued by Coronet Films, Chicago, Ill. Free copies of the supplement will be sent on request.

(For Further Details Circle Index Code 0190)

"These White Elephants Are Made of Paper," is the title of an eight page booklet published by Remington Rand which outlines methods of improving filing systems and records controls. The booklet, BSD 45, is free.

(For Further Details Circle Index Code 0191)

Many ideas for planning homemaking classrooms are presented in a 32-page booklet prepared by St. Charles Mfg. Co., St. Charles, Ill. Photos, floor plans of actual installations, suggestions for use and layout of equipment, hints on color and decoration, and other special aids are worked into a handy booklet for value to architects, home economists, and school administrators. Copies are free.

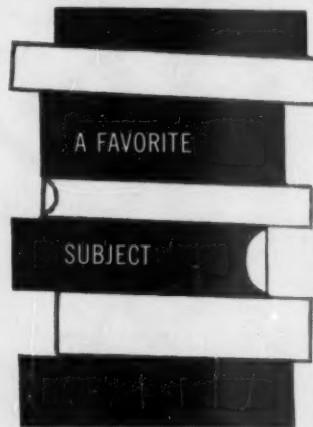
(For Further Details Circle Index Code 0192)

Various types of drinking fountains and electric coolers manufactured by the Halsey W. Taylor Co., Warren, Ohio, are described in their 1957 catalog. Dimensions, illustrations, and other details of interest are included in the publication which can be obtained free of charge.

(For Further Details Circle Index Code 0193)

A complete line of 16mm. projectors are illustrated and described in detail in a brochure recently issued by Victor Animatograph Corp., Davenport, Iowa. Copies of the brochure, Form 2302 are free.

(For Further Details Circle Index Code 0194)



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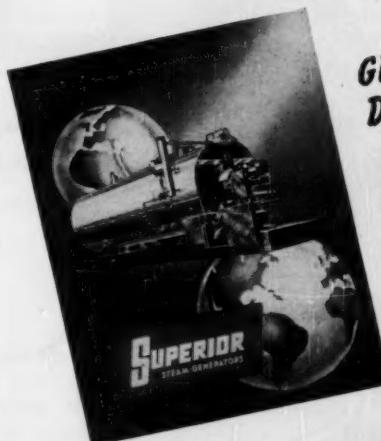
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# READER'S SERVICE SECTION

## INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisers and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.	Code No.	Page No.
1210 Aetna Life Affiliated Companies .....	57	1221 Hauserman Company, E. F. ....	47	1226 Hussey Mfg. Company . . . . .	52
Drivotrainer instruction. Use coupon page 59 for information.		Movable classroom walls. For brochure use coupon page 47.		Portable grandstands. Free catalog.	
1211 American Crayon Co. ....	56	1222 Heywood-Wakefield Co. . . . .	65	1227 Johnson Service Company . . . . .	1
Crayonex crayons.		Tubular steel furniture.		Dual temperature control.	
1212 American Desk Mfg. Co. ....	64	1223 Hillyard Chemical Co. ....	55	1228 Medart Products, Inc., Fred . . . . .	65
Complete line of school furniture.		Maintenance supplies. Use coupon page 65 for data.		Telescopic gym seats.	
1213 American School Board Journal .....	66	1224 Holcomb Mfg. Co., J. I. ....	59	1229 Mississippi Glass Company . . . . .	11
Mr. Citizen joins the school team. School board orientation manual.		Scientific cleaning materials.		Rolled, figured and wired glass.	
1214 American Seating Co. ....	4	1225 Horn Division, Brunswick-Balke-Collendar Co. 2nd cover		1230 Monroe Company, The . . . . .	64
Universal desks.		Folding basketball backstops.		Folding banquet table.	
1215 Bay West Paper Co. ....	61			1231 Nesbitt, Inc., John J. . . . .	4th cover
Turn-towels				Wind-o-Line Radiation.	
1216 Beckley-Cardy Company . . . . .	65				
Neverip all felt erasers.					
1217 Chesapeake and Ohio Railway .....	63				
World's largest carrier of bituminous coal.					
1218 Detra Flag Company, Inc. ....	64				
School flags. Write for information and literature.					
1219 Fenestra Incorporated . . . . .	6 . & 7				
Building panels. Use coupon page 7 for information.					
1220 Griggs Equipment, Inc. ....	12				
School seating.					

(Continued on next page)

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### THE AMERICAN SCHOOL BOARD JOURNAL 400 North Broadway, Milwaukee 1, Wis.

December, 1956

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

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1246

#### NEWS OF PRODUCTS FOR THE SCHOOLS

0178	0180	0182	0184	0186	0188	0189	0190	0191	0192	0193	0194
0179	0181	0183	0185	0187							

Also information on

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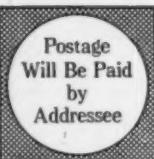
City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

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The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip, and mail the "postage paid" card. Your request will receive prompt attention. BRUCE — MILWAUKEE.



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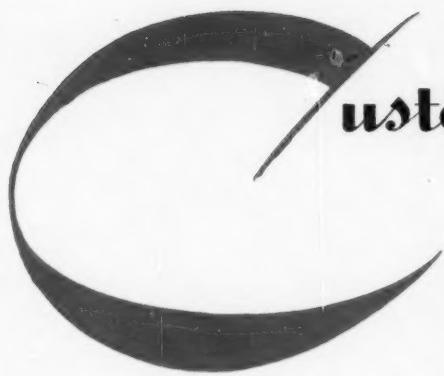
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**AMERICAN SCHOOL BOARD JOURNAL**

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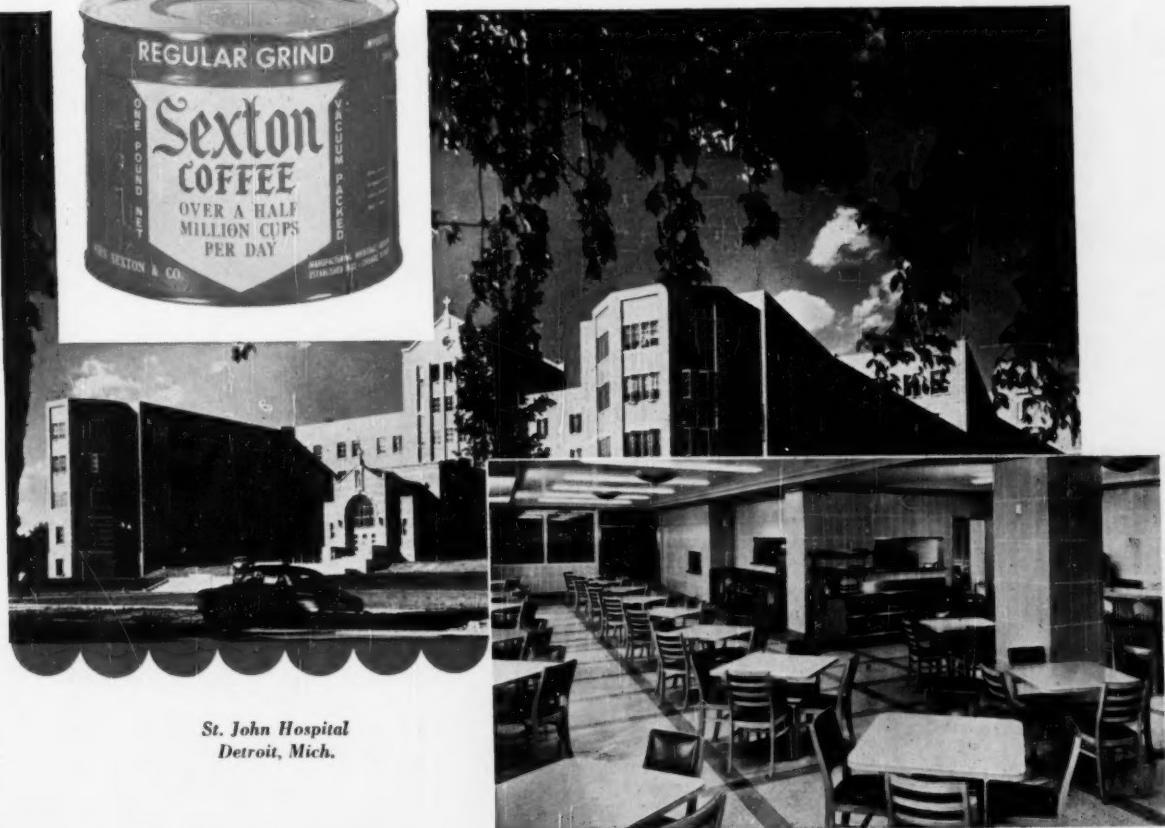
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*This is a fact: Indoor thermal comfort is related not only to the temperature of the surrounding air, but also to the temperature of the surrounding surfaces . . . therefore: The heating and ventilating system for today's classrooms must be able to supply heat all along the cold window wall—whenever and for as long as needed—to protect against excessive radiation of body heat to the cold surface, and to divert the chilling downdraft from pupils sitting near it. This provision must be in addition to the unit ventilator's function of heating, ventilating and cooling the classroom. Of existing systems, only the Nesbitt Syncretizer with Wind-o-line Radiation provides this complete protection. Large savings are effected by using Wind-o-line's copper tubing as the supply and return for a series of classroom units; but Wind-o-line Radiation is much more than a system of piping. It is an essential contributor to the Nesbitt System—which creates the thermal environment most conducive to learning.*



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